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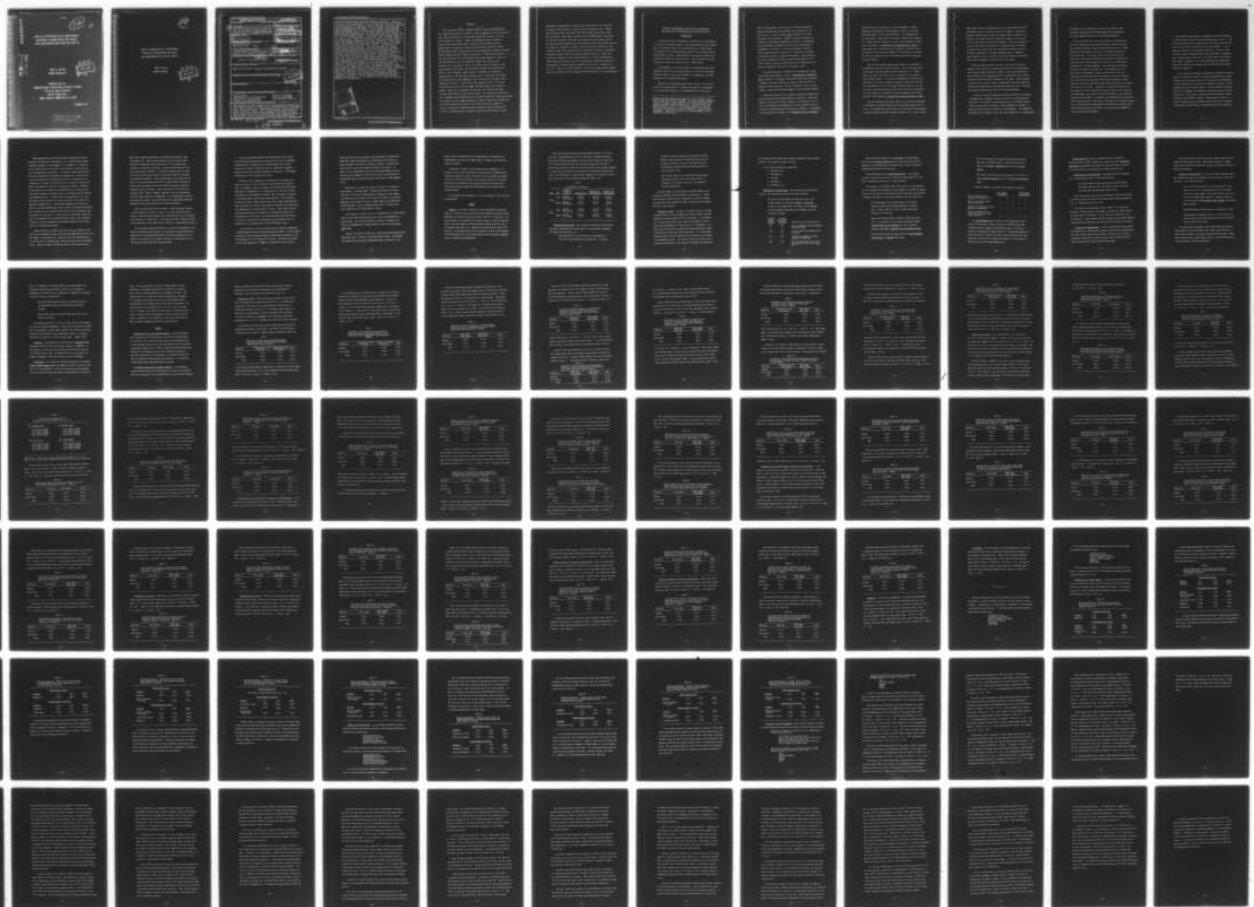
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ASPECTS OF PREDISPOSITION TO ASSERTIVENESS,
RESISTANCE TO ASSERTIVENESS AND INSIGHT
INTO ASSERTIVENESS BASED UPON RACE AND SEX

JAMES A. BAYTON
HOWARD UNIVERSITY

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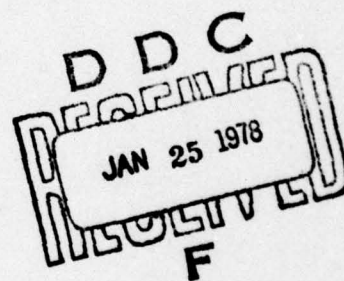
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scenarios (Black women and White women as subjects). Relationships with the three aspects of assertiveness were investigated in terms of (a) perception of bias in the test scenarios, (b) sex role perceptions, (c) general racial attitudes, (d) attitudes toward organizations and women, (e) attitudes toward organizations and Blacks, (f) attitudes toward special treatment for women by organizations, (g) attitudes toward special treatment for Blacks by organizations, (h) dogmatism, (i) risk-taking, and (j) socioeducational status. There were 1787 subjects (ages 17 to 25): 150 Black men and 150 Black women; 750 White men and 737 White women. Each set of subjects was divided into those with some college experience and those with none. The respective assertiveness responses were obtained by use of ten scenarios, each describing an incident at work. Two measures of assertiveness were obtained: (a) assertiveness act scores, based upon the total number of actions selected as something that probably should be done (out of four alternatives per scenario) and (b) assertiveness scores, based upon a weighting of each action selected or not selected in terms of how assertive each action was judged to be. White men indicated that they felt that White women should have been more assertive than they actually were in woman-woman situations. In the Black-White situations, the pattern of the three aspects of assertiveness demonstrated the potential for Black-White tension or conflict. Generally, Whites felt that Blacks should be less assertive than they actually were, although the Whites attributed (insight) higher levels of assertiveness to Blacks. Multiple regression analyses found that perception of bias appeared most often among the various sets of significant variables related to the aspects of assertiveness; dogmatism also had a tendency to do this. Past or present general inter-racial experiences tended not to be related to the respective manifestations of assertiveness.

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ABSTRACT

The objective of this research was to investigate the potential for inter-group tension in terms of (1) predisposition to assertiveness, (2) resistance to assertiveness, and (3) insight into the assertiveness of others. These relationships were studied in terms of man-man, woman-woman scenarios (with White men and White women as subjects); Black man-White man scenarios (Black men and White men as subjects); and Black woman-White woman scenarios (Black women and White women as subjects). Relationships with these 3 the three aspects of assertiveness were investigated in terms of: (1) perception of bias in the test scenarios; (2) sex role perceptions; (3) general racial attitudes; (4) attitudes toward organizations and women; (5) attitudes toward organizations and Blacks; (6) attitudes toward special treatment for women by organizations; (7) attitudes toward special treatment for Blacks by organizations; (8) dogmatism, (9) risk-taking, and (10) socio-educational status. There were 1787 subjects (ages 17 to 25); 150 Black men and 150 Black women; 750 White men and 737 White women. Each set of subjects was divided into those with some college experience and those with none. The respective assertiveness responses were obtained by use of ten scenarios, each describing an incident at work. Two measures of assertiveness were obtained: (a) assertiveness act scores, based upon the total number of actions selected as something that probably should be done (out of four alternatives per scenario) and (b) assertiveness scores,

based upon a weighting of each action selected or not selected in terms of how assertive each action was judged to be. White men indicated that they felt that White women should have been more assertive than they actually were in woman-woman situations. In the Black-White situations, the pattern of the three aspects of assertiveness demonstrated the potential for Black-White tension or conflict. Generally, Whites felt that Blacks should be less assertive than they actually were, although the Whites attributed (insight) higher levels of assertiveness to Blacks. Multiple regression analyses found that perception of bias appeared most often among the various sets of significant variables related to the aspects of assertiveness; dogmatism also had a tendency to do this. Past or present general inter-racial experiences tended not to be related to the respective manifestations of assertiveness.

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ASPECTS OF ASSERTIVENESS, RESISTANCE TO ASSERTIVENESS
AND INSIGHT INTO ASSERTIVENESS BASED UPON RACE AND SEX¹

INTRODUCTION

In broadest outline, this research is concerned with assertiveness as a factor in intergroup tension. The primary purposes of the research were to investigate aspects of (a) predisposition to assertiveness, (b) resistance to the assertiveness of others and (c) insight into the assertiveness of others. These behaviors were studied in terms of (a) situations in which the context was race -- Blacks and Whites and (b) situations in which the context was sex -- women and men.

Relationships with the above aspects of assertiveness were investigated in terms of (a) attitudes toward the two races, (b) attitudes toward the sexes, (c) sex role perceptions, (d) dogmatism, (e) risk-taking and (f) socioeducational status.

Definitions of assertiveness have these features: (a) an event occurs that arouses positive or negative reactions in an individual; (b) this initiates impulses to "do something" about the situation,

¹This research was conducted under contract with the Office of Naval Research (Contract NO-0014-76-C-0086). The views expressed are solely those of the author. Data collection and statistical analysis were conducted by Human Sciences Research, Inc., under subcontract with Howard University. Especial appreciation is due Dale K. Brown of Human Sciences Research, Inc., for his cooperation in this project. The author is particularly indebted to William E. Gaymon for his encouragement. Thanks are also due to Mrs. Pauline Feldman for her assistance in this project.

which (c) leads either to overt action, or actions, designed to promote the individual's best interests or to inhibition of the overt action, or actions, (because that is deemed to be in the individual's best interests). Examples of positive arousals are feelings of friendliness, admiration or affection. Assertiveness in such instances is designed to give positive reinforcement or enhancement to "the other." In contrast, examples of negative arousal would be behavior on the part of "the other" that serves to threaten, frustrate or demean the individual. Assertiveness, in this case is designed to provide negative reinforcement to "the other" (Salter, 1949; Wolpe, 1958; Lazarus, 1971; Bloomfield, 1973; Lange and Jakubowski, 1976; Rich and Schroeder, 1976).

The present research is concerned with circumstances in which events might cause negative arousals. Predisposition to assertiveness is defined as the degree an individual demonstrates tendencies to engage in assertive behaviors, as against inhibiting them, in negative arousal situations. This is in contrast to actual assertiveness, in which the individual engages in overt assertive behavior.

Situations that give rise to negative arousals that might precipitate tendencies toward assertiveness are interactive. (The same applies to the case of positive arousals.) An individual, A, (or a group of individuals) does something to B that the latter reacts to in terms of feeling threatened, frustrated or demeaned. One dimension in this situation, as stated, is B's predisposition to be assertive

because of his or her perception of what has happened. Another dimension is the degree A is predisposed to accept or resist the particular manner of B's assertive behavior. If A reprimanded B for some action, A might accept B's attempt to explain that behavior. Or, A might resist B's attempt to do this. This represents a dimension of acceptance or resistance to the assertiveness of others. It would appear that a potential source of tension or conflict lies in the region of the interaction between A's initial action, B's predisposition to be assertive and A's readiness to resist B's engaging in assertive behavior.

There is still another dimension that seems to be important in *assertiveness* based upon negative arousals. This is the extent that A has insight into the possible assertive behavior of B. A might expect B to react in one way to, say, a reprimand, but B reacts in a quite different manner. If A had had some degree of insight into the likelihood of B's form of assertive response, A might have taken that into consideration in his or her initial behavior toward B. Or, the fact that B's assertive behavior takes a form that was not anticipated by A could lead to an increase in the tension-system created by the incident. This dimension is insight into the assertiveness of others.

The above considerations would seem to be of particular importance in situations that reflect potential for inter-group tension and conflict. Two contemporary areas of this are to be found in the situations of Blacks relating to Whites and women relating to men. Using the above

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model, there could be situations where the A's are Whites and the B's are Blacks; or the A's are men and the B's are women. A problem immediately arises, however, given, for example, that A is White and B is Black. B's response might be influenced by whether he or she perceives a racial aspect in A's initial behavior. There is the possibility that the form of B's response to the situation may be affected by whether he or she perceives the circumstance as having racial or non-racial implications. The same reasoning applies to whether a woman perceives a male A's behavior to have been sexist or non-sexist. This research attempts to take this factor into account.

Wilson and Rogers (1975) claim that a "new type of Black" has emerged who has a positive self-image and more hostility toward Whites. Using explicit aggression behavior (shock), their results showed that Blacks displayed overt aggression behavior toward Whites, but this was influenced by the retaliatory potential of the target. Frodi, Macaulay and Thome (1977), in their review of experimental literature comparing aggression in women and men, concluded that women may tend to "shy away" from physical aggression and face-to-face verbal aggression.

It should be noted that aggression is usually defined as containing a component that is designed to injure, physically or psychologically, "the other." The concept of assertiveness used in the present research is much broader in that it refers to "doing something" in response to negative arousals induced by others or by circumstances. The "something" done might not be designed to harm "the other" physically or psychologically.

For example, merely attempting to explain one's behavior after receiving a reprimand would be assertiveness but not aggression. Of course, aggression behavior is by definition assertive.

The above discussion of the various aspects of assertiveness dealt with situations with particular special features that might affect negative arousals, assertiveness and reactions to it. These features were differences in race and sex of the individuals who were interacting. In contrast, there are what might be called "base-line" assertiveness situations that represent interactions in which particular special features such as race or sex differences are absent or, at least, minimized. Such situations could involve two men or two women of the same race. The situation in which a White woman is reprimanded at work by another White woman (or a White man by another White man) would seem to possess less complication than the circumstance where a White woman reprimands a Black woman (or a White man reprimands a Black man) and the latter attributes the action to racial bias. Relatively uncomplicated situations (in the sense of not being "loaded" with special features such as race and sex differences) can be used as "base-line" measures of the respective aspects of assertiveness. For example, the predisposition to assertiveness by Black men, when a White man is the source of the negative arousal, can be compared with the predisposition to assertiveness by White men, when another White man is the source. This research was designed to provide such base-line measures.

This research was designed to investigate the various dimensions of assertiveness in terms of the relationships shown in Table 1. The first six situations involve "antagonists" and "targets" from the two races, Black and White, separately for males and females. It was decided to keep sex of the interactors constant. In each of these situations, White man-Blackman; White woman-Black woman - predisposition to assertiveness on the part of the Black target, White male or White female resistance to the respective Black assertiveness and White male or White female insight into the respective Black assertiveness were measured.

In the last six situations, involving White antagonists and White targets, sex was kept constant in measuring predisposition to assertiveness. This was done in order to derive base-line predisposition to assertiveness data on this particular dimension, without it being complicated by the cross-sex variable. (Future research is planned which will investigate the operation of cross-sex variables in these situations.) With respect to resistance to assertiveness, however, cross-sex relationships are studied. This was done in order to provide comparison data for instances such as White men's resistance to Black men's predisposition to assertiveness and their resistance

Table 1

"Antagonists," "Targets" and Aspects of Assertiveness Studied

Race and Sex of "Antagonists"	Race and Sex of "Targets"	Aspect of Assertiveness Studied
1. White man	1. Black man	1. Black man's predisposition to be assertive
2. White man	2. Black man	2. White man's resistance to Black man's assertiveness
3. White man	3. Black man	3. White man's insight into Black man's assertiveness
4. White woman	4. Black woman	4. Black woman's predisposition to assertiveness
5. White woman	5. Black woman	5. White woman's resistance to Black woman's assertiveness
6. White woman	6. Black woman	6. White woman's insight into Black woman's assertiveness
7. White man	7. White man	7. White man's predisposition to be assertive
8. White man	8. White man	8. White woman's resistance to White man's assertiveness
9. White man	9. White man	9. White woman's insight into White man's assertiveness
10. White woman	10. White woman	10. White woman's predisposition to be assertive
11. White woman	11. White woman	11. White man's resistance to White woman's assertiveness
12. White woman	12. White woman	12. White man's insight into White woman's assertiveness

to White women's assertiveness or for comparison of their insight into the assertiveness of the two groups. Or, the resistance of White women to the assertiveness of White men can be compared with their resistance to the assertiveness of Black women.

Because each of the 12 situations just described was studied in terms of socio-educational status (college vs. non-college) of the subjects, there were 24 experimental situations.

Recent measurements of assertiveness have certain common features: (a) items reflecting assertive behavior are presented to the subjects and (b) the subjects respond by using a scale that permits him or her to indicate his characteristic mode of behavior (Rathus, 1973; Gambrill and Richey, 1975). Eisler, Hersen and Miller (1975) use role-playing "scenarios" in their research on assertiveness. Of 32 scenarios, 16 involved positive arousals and 16 involved negative arousals. Video-taped responses were assessed by judges as to their assertiveness. The scenario approach is used in the present research. Because the focal interest of this research has to do with organizational behavior, each scenario is placed in a work situation.

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These methods have certain difficulties represented by factors that were not taken into consideration. In a situation where A makes a negative response to B (reprimands B, for example), it is possible that B accepts that he or she was at fault and that A was within his or her prerogatives in the action. In contrast, B might feel that A's action was unjustified and reflected a personal bias. This view that A acted on the basis of a personal bias could be accentuated if B is a woman and A is a man; B could feel that not only was A acting on the basis of personal bias, but that it was sexist in nature. Similarly, if B is Black and A is White, B's interpretation of A's action could range from acceptance of being at fault to the feeling that A's behavior was essentially racist. In other words, the perceptions of Bs as to the context of the action of As could be a factor in the form of the assertive responses of Bs. The situation becomes more complicated when one considers possibilities such as a White A anticipating (insight) that a Black B will not respond on the basis of racist perceptions when B is going to do just that. Or, there could be cases where a White A's action is influenced by the anticipation that a Black B will respond on the basis of racist perceptions, even though A thinks that his or her action is intrinsically justified.

Another difficulty is found in the fact that the responses of subjects are not assessed in terms of how assertive they perceive them to be. For example, an item might ask a subject to scale how characteristic it is for him or her to complain when a waiter has not served food satisfactorily. Suppose a subject checked that this is "very characteristic."

There still remains the problem of how assertive the subject feels that behavior is. There is the possibility that one subject would view this as being just what one should do in the situation and, therefore, not especially assertive. Another subject might feel that this is being quite assertive. Or, whereas the guest does not think the action is particularly assertive, the waiter might see the guest as being unduly assertive. These considerations of how assertive one feels he or she is being and the level of assertiveness attributed to others could be important factors in interactive tension situations representing group conflicts. Tension and conflict could arise in a situation where a woman is making a complaint to her male supervisor which she feels, given the circumstances, is not being unduly assertive. Her supervisor, however, could think that she is being highly assertive. Comparable interactions could exist for Blacks and Whites.

There are possibilities such as these: a White man might consider a given response by a Black, or woman, to be highly assertive when he would not view that same response in the same situation to be very assertive on the part of a White man. Or, he might feel that a White man should be very assertive in the situation but a Black or a woman should be less so.

In the present research the design (a) called for measurement of the extent the subjects perceive bias to be operating in the situations presented and (b) the "assertiveness score" contains a component that is a measure of how assertive each subject perceives a given action to be in the particular situations used in the scenarios.

In order to determine whether the "assertiveness score," based upon each subject's perception of how assertive an act is, represents a dimension that is different from a measure based upon subject's indications of number of assertive acts (or likelihood to engage in assertive acts), this research includes the latter also. This measure is referred to as the "assertive act score."

Given the various dimensions of assertiveness cited above, the question arises as to what attributes of individuals are related to them. For example, what are attributes that characterize Blacks with high levels of predisposition to assertiveness in the face of threat, frustrations or being demeaned by Whites? What attributes are related to the degree Whites resist Blacks being assertive? What characteristics are related to White men who resist White women being assertive? What attributes are related to the degree an individual has insight into the predisposition to assertiveness in others? This research investigated these questions of correlates of the respective dimensions of assertiveness in four areas: (a) situation-linked attitudes having to do with race, sex and sex role perceptions (where appropriate); (b) dogmatism; (c) risk-taking and (d) socio-educational status.

A first place to look for correlates of the respective dimensions of assertiveness would be in situation-linked attitudes. In this research these were either attitudes dealing with Black-White relations or attitudes having to do with female-male relations. Included in the latter are sex role perceptions. Examples of hypotheses in this area are:

Blacks with more cynical attitudes toward Black-White relations will demonstrate higher predisposition to assertiveness in the face of being threatened, frustrated or demeaned by Whites. A similar hypothesis could be stated with respect to women vis-a-vis men. In women, it can be hypothesized that those with high feminine sex role perception will demonstrate relatively low level of predisposition to assertiveness when encountering threat, frustration or being demeaned by men.

Dogmatism is a variable that could be related to the aspects of assertiveness. One might expect a dogmatic individual to be quite resistant to "the other" being assertive, because he or she dogmatically feels that the initial action toward "the other" was justified. Dogmatism, also, might be related to higher degree of predisposition to assertiveness. Finally, dogmatism might tend to interfere with one's insight into the assertiveness of others.

Risk-taking is a possible factor in predisposition to assertiveness, with low risk-takers demonstrating lower levels of predisposition to assertiveness. Low risk-takers might be inclined to perceive low levels of predisposition to assertiveness in others, thus minimizing their risks.

Finally, the manner in which all of these various phenomena manifest themselves could be related to socio-educational status. Individuals with higher socio-educational backgrounds might be expected to show

higher levels of predisposition to assertiveness, less resistance to assertiveness in others and a higher degree of insight into the assertiveness of others.

The general strategy of this research had two components: (a) analyses of each of the three aspects of assertiveness (predisposition, resistance, insight) in terms of particular sets of targets and antagonists and (b) multiple regression of the relation between the variables cited above (race-linked and sex-linked attitudes, where appropriate; sex-role perceptions; dogmatism; risk-taking) and the various aspects of assertiveness.

All procedures were developed in a two-year program of pilot research and pretesting.

METHOD

Subjects. As stated, there were 12 basic experimental situations (Table 1). With each such situation involving subjects with some college experience and those with none, this made a total of 24 situations. The design called for 75 subjects per situation, making a total of 1,800 subjects. The final number of subjects yielding complete data was 1,787. All subjects were ages 17-25. Subjects were paid \$5.00 for their participation. The college subjects were recruited in schools in the Washington and Baltimore area. Non-college subjects were recruited in shopping centers, churches and organizations.

There were 150 Black male and 150 Black female subjects, 75 of each with some college experience and 75 of each with no college background. There were 750 White male subjects (375 with some college; 375 with none) and 737 White female subjects (375 with some college; 362 with none). White subjects within a given socio-educational group were randomly assigned to their various situations; the situations involving Black subjects were fixed. The distribution of subjects with complete data is given in Table 2. All subjects were tested during the Spring and Summer, 1977.

Table 2

Distribution of Subjects					
Race	Sex	Socio-educational Status	Assertiveness	Resistance to Assertiveness	Insight into Assertiveness
Black	Male	College	75 B.M.	75 W.M.	75 W.M.
		Non-college	75 B.M.	75 W.M.	75 W.M.
	Female	College	75 B.F.	75 W.F.	75 W.F.
		Non-college	75 B.F.	75 W.F.	67 W.F.
White	Male	College	75 W.M.	75 W.F.	75 W.F.
		Non-college	75 W.M.	70 W.F.	75 W.F.
	Female	College	75 W.F.	75 W.M.	75 W.M.
		Non-college	75 W.F.	75 W.M.	75 W.M.

Assertiveness scenarios. Ten scenarios were presented as the basic approach to measuring the various aspects of assertiveness (Appendix).

An example for Black males, is:

Harry Smith is one of two Blacks in a working group of ten, with a White supervisor, Ross Hamilton. On several

occasions, Smith has noticed that certain of the White members of the group aren't around when low-level, but necessary, work has to be done. He learns that the supervisor has excused them because they had "more important things to do."

One day Smith asked to be excused from this low-level work because he had to go to the finance office to straighten out a mix-up in his pay. The supervisor refused to excuse him.

In Black females, only the names in the above scenario were changed (to May Smith and Rose Hamilton, respectively). In White males and White females only the references to race were dropped, the respective names remained the same. This pattern was followed for each of the scenarios.

Perception of bias. An aspect of potential conflict in these situations has to do with the degree the target perceives that the antagonist was being biased in his or her actions. It is possible that a Black could perceive that a White's reprimand is exactly what would have happened to a White, given the circumstance. Or, a Black could perceive that the White was demonstrating bias, whereas a White might not feel that this was the case. Or, a White might anticipate that his or her reaction will be reacted to, by a Black, as an expression of bias. The extent to which the various sets of subjects perceived bias in the respective scenarios was measured by

the following type of scale, which appeared immediately after a given scenario. For the above scenario this was:

Do you think the supervisor showed bias?

- a. Definitely yes
- b. Probably yes
- c. Not sure
- d. Probably no
- e. Definitely no

Measurement of Assertiveness. Each scenario had four possible actions. The instructions were (for the above scenario):

For each of the following four questions, check a box to show whether you think Smith should or should not do each of the things named. Of course, not all possible actions are named; please make your judgments about the four that are named.

<u>Probably Should Do This</u>	<u>Probably Should Not Do This</u>	
<input type="checkbox"/>	<input type="checkbox"/>	(Check one box for each action)
<input type="checkbox"/>	<input type="checkbox"/>	File a complaint with the company's Personnel office
<input type="checkbox"/>	<input type="checkbox"/>	Try to convince the supervisor he is wrong
<input type="checkbox"/>	<input type="checkbox"/>	Threaten to organize a protest against the supervisor
<input type="checkbox"/>	<input type="checkbox"/>	Tell the supervisor he is biased and Smith will find a way to get him

Two scores were obtained in the measurement of assertiveness. The first was an assertiveness acts score being based upon the total number of actions through the 10 scenarios that a subject checked as something that probably should be done.

The second measure was an assertiveness score. The essential feature of this score is that it is based upon how assertive he or she felt a particular action was, for a given scenario.

The scenarios, as described above, made up Part I of the schedule. Part II contained the measurement of race-linked or sex-linked attitudes. In Part III the scenarios were repeated and the subjects were instructed to assess each action in terms of how assertive they felt them to be.

At the beginning of this questionnaire, we described stories in which certain things happened to people at work. We then asked you to tell us what these people "should do" in each case.

There were different kinds of behavior listed after each story. For instance, in some cases, the employee might protest directly to his superior; in other cases the employee might file a complaint with the Personnel Office.

We could say that some of these actions are more assertive, more forceful or stronger than others.

On the next pages we will repeat the same stories and the same sets of possible actions. This time we want you to tell us how strong or assertive each action is, in your opinion.

Each action can be rated on a scale from 1 to 5, where "1" is not strong or assertive and "5" is very strong and assertive.

In the above example, the scenario was repeated; followed by:

	<u>Not Strong or Assertive</u>			<u>Very Strong and Assertive</u>	
File a complaint with company's Personnel Office	1	2	3	4	5
Try to convince the supervisor he is wrong	1	2	3	4	5
Threaten to organize a protest against the supervisor	1	2	3	4	5
Tell the supervisor he is biased and Smith will find a way to get him	1	2	3	4	5

The assertiveness score is based upon the assertiveness scale values for the actions a subject selected as something the target "probably should do" minus the assertiveness value of actions not selected as something the target should do. The reasoning behind the latter was that if a subject felt that a given action was, say, very assertive but said that the target should not do it, this should be reflected in the total assertiveness score.

Assertiveness act scores are based solely upon the number of assertive actions a subject indicates a target should take; assertiveness scores are based upon the number of actions selected and the subject's perceptions of how assertive the respective actions are.

Predisposition to assertiveness. The instructions for predisposition to assertiveness (Part I of the schedule) were:

On the next pages are some stories which describe things that might happen at work. We want you to read each story and answer some questions about each of them.

After each scenario there was the perception of bias scale followed by the four actions the subject was to check either "Probably should do this" or "Probably should not do this."

The scenarios, as previously stated, involved: (1) Black man - White man, (2) Black woman - White woman, (3) White man - White man and (4) White woman - White woman. (In the latter two instances no race was indicated. It was assumed that White subjects reading these scenarios would base their reactions on the view that the individuals were White.)

Resistance to assertiveness. In the race-linked situations, White male subjects were presented the scenarios involving Black and White men and given the same instructions (above) as the Black men were given. Comparable presentation was made for White female subjects, with the scenarios referring to Black women and White women.

In the sex-linked situations, White male subjects were given the scenarios involving White woman - White woman situations. Finally, White female subjects were given the scenarios dealing with White man - White man situations.

Insight into assertiveness. In the race-linked situations, White male subjects were given the schedule with the Black man - White man scenarios. The instructions were:

In the first three sections of this questionnaire, we are going to ask you to do something that is quite different from what you might expect. We are NOT going to ask you to tell us what YOUR answers would be. Instead, we want you to tell us how you think another group of people would answer these questions.

This questionnaire is being given to a large group of MEN.

Please answer the questions in Parts I, II and III as you think the majority of Black American men in the 17-25 year age group would answer them.

With appropriate adjustments, these instructions were given to White females to answer the Black woman - White woman scenarios, to White males to answer the scenarios dealing with White woman - White woman situations and to White women to answer the scenarios having to do with White man - White man situations.

Race-linked attitudes. Race-linked attitudes among Black subjects were measured in three categories: (a) general racial attitudes, (b) organizations and race and (c) special treatment for Blacks (Phase II of the schedule). Examples of general racial attitudes (measured on a 5-point scale from 1 - Very strongly agree to 5 - Very strongly disagree) are:

I think most Whites dislike Blacks.

I avoid contacts with Whites as much as possible.

In terms of things like economic and educational problems Blacks are not much better off than they were 20 years ago.

Examples of attitudes toward organizations and race are:

Most senior executives in business and industry are favorable to Blacks making progress.

Most White employees in business and industry don't feel that Blacks are as qualified as Whites are.

Most companies are firmly committed to the principles of equal opportunity for the races.

Examples of attitudes toward special treatment for Blacks are:

In hiring new employees, companies should set up a definite percentage of jobs for Blacks.

If a Black and White are of about equal background, the Black should be given preference in being considered for promotion.

Companies should have special training programs designed to improve the skills of Black employees.

In the insight into Black assertiveness situations, the White subjects answered this particular part of the schedule in terms of how ~~they~~ thought Blacks would answer them.

Sex-linked attitudes. Sex-linked attitudes were measured in two categories: (a) organizations and sex and (b) special treatment for women. These items were given only to White men and White women in the White man - White man and White woman - White woman scenarios. The items were the same as those used in the race-linked section, with "women" being substituted for "Blacks."

In the insight into White assertiveness, the base-line measure, White male subjects answered this particular part of the schedule in terms of how White women would answer it; White female subjects answered in terms of how White men would reply to this particular part.

Sex role perceptions. In the situations involving only White men and White women, in the scenarios and as subjects, sex role perceptions were ascertained. This section was Part VI in the applicable schedules. Hawley's Attitude Toward Women's Role Scale (1971, 1972, 1975) was used to measure sex role perceptions. This scale, consisting of 35

items, is a measure of the degree women's role is perceived to be dichotomous (certain roles for men; certain roles for women) or androgynous (no certain roles for either sex). Examples of the former and latter items are, respectively:

Men should make the final decision in financial matters and women should make the final decisions concerning the home.

Women should follow any vocation they wish, even if this violates tradition.

The scoring is such that a low total score indicates that women's role is seen as being androgynous; a high total score means that women's role is dichotomous. Hawley (1975) reported that follow-up interviews with girls "substantiated" their quantitative results. An alpha coefficient was reported of 0.93 for college women. (Hawley, 1972)

Dogmatism. The 20-item short form of Rokeach's Dogmatism Scale (Troidahl and Powell, 1965) was used as a measure of dogmatism. A correlation of 0.95 was reported between the 20-item short form and the original 40-item scale. The higher the score, the greater the degree of dogmatism. This scale was Part IV of the schedules.

Risk-taking. As an index of risk-taking propensity, the revised Choice Dilemmas Questionnaire (CDQ) (Kogan and Dorros, 1975) was used (Part V of the schedules). In the CDQ, 10 situations are presented, each with a central person faced with a choice between two courses of

action. One choice involves a payoff of higher value but lower probability of attainment (high risk); the other has a payoff of lower value but higher probability of attainment (low risk). The subject's task is to indicate the lowest probability of attainment for the higher value payoff that he or she would require before recommending that the higher-risk course of action be pursued. The available odds in each situation are 1:10, 3:10, 5:10, 7:10, and 9:10. In addition, the subject has the option of rejecting a given action, no matter what the probability (scored as required odds of 10:10). The names of the individuals in the choice situations are male or female, depending upon the sex of the subjects.

RESULTS

Reliability of the assertiveness measures. Alpha coefficients were determined for the assertiveness scores and the assertiveness act scores for each of the respective groups in the predisposition to assertiveness conditions. For the assertiveness scores, the alpha coefficients ranged from 0.75 (Black college men; Black man-White man scenarios) to 0.85 (White college women; woman-woman scenarios). The alpha coefficients for the assertive act scores were from 0.66 (Black college men; Black man-White man scenarios) to 0.80 (Black college women; Black woman-White woman scenarios).

Correlations between assertiveness measures. The correlation between assertiveness scores and assertive act scores was calculated for each of the groups in the predisposition to assertiveness situation.

These correlations were from 0.66 (White non-college men; man-man scenarios) to 0.78 (Black non-college men; Black man-White man scenarios). All correlations were significant at $p = .05$.

Perception of bias. Across all groups, the mean for the level of bias perceived in the scenarios was from 30.75, $s = 5.08$ (White non-college men; "resistance" to the assertiveness of White women in woman-woman scenarios) to 38.15, $s = 4.97$ (Black college women; pre-disposition to assertiveness in Black woman-White woman scenarios). In terms of the means, the judgments of the scenarios ranged from approximately "not sure" to "probably yes" that bias had been exhibited.

The scenarios for White men and White women involved man-man and woman-woman situations, respectively. The means for the perception of bias are given in Table 3. ANOVA produced a significant effect for

Table 3

Perception of Bias; Assertiveness Situation;
White Men (Man-Man Scenarios) and White Women
(Woman-Woman Scenarios) (Means)

Education	Perception of Bias White Men	Perception of Bias White Women	Mean
College	32.19	33.27	32.73
Non-college	31.51	33.15	32.33
Mean	31.85	33.21	32.53

sex with White women showing a higher level of perception of bias (woman-woman scenarios), Mean = 33.21, than did White men (man-man scenarios), Mean = 31.85 ($F = 5.74$; D.F. = 1,296; $p < .05$).

In the scenarios for the Black subjects, perception of bias was significantly different for Black men (Black man-White man scenarios) and Black women (Black woman-White woman scenarios). The mean for Black women was 37.05; for Black men it was 35.45 ($F = 5.74$; D.F. = 1,296; $p < .05$), the Black women showing a higher level of perception of bias (Table 4). There also was a significant effect for education; Black college subjects showed higher perception of bias (Mean = 37.19) than did Black non-college subjects (Mean = 35.31) ($F = 7.93$; D.F. = 1,296; $p < .05$).

Table 4

Perception of Bias; Assertiveness Situation;
Black Men (Black Man-White Man Scenarios) and
Black Women (Black Woman-White Woman Scenarios)
(Means)

Education	Perception of Bias Black Men	Perception of Bias, Black Women	Mean
College	36.24	38.15	37.19
Non-college	34.67	35.96	35.31
Mean	35.45	37.05	36.25

One group of White male subjects answered the perception of bias on items on the basis of what they thought about the woman-woman situations. A group of White female subjects did this for man-man situations. These situations are referred to as "resistance" to assertiveness. Significant effects were found for sex ($F = 8.29$, D.F. = 1,291; $p < .01$) and education ($F = 10.79$; D.F. = 1,291; $p < .01$) (Table 5). The White women showed a higher level of perception of bias (Mean = 33.01) than did the White men (Mean = 31.41). White college subjects demonstrated higher perception of bias (Mean=33.09) than did White non-college subjects (Mean = 31.27).

Table 5

Perception of Bias; "Resistance" to Assertiveness Situations; White Men (Man-Man Scenarios) and White Women (Woman-Woman Scenarios) (Means)

Education	White Men: White Women	White Women: White Men	Mean
College	32.07	34.11	33.09
Non-college	30.74	31.83	31.27
Mean	31.41	33.01	32.19

One group of White male subjects answered the perception of bias questions on the basis of what they thought in terms of the Black man-White man scenarios. A group of White female subjects did this for the Black woman-White woman scenarios. Both of these were "resistance" situations for the White groups (Table 6). A significant effect was

Table 6

Perception of Bias; Resistance to Assertiveness Situations; White Men (Black Man-White Man Scenarios) and White Women (Black Woman-White Woman Scenarios) (Means)

Education	White Men: Black Men	White Women: Black Women	Mean
College	34.83	35.83	35.35
Non-college	33.20	33.91	33.55
Mean	34.01	34.87	34.40

found for education ($F = 8.30$; D.F. = 1,296; $p < .01$). White college subjects perceived a higher level of bias (Mean = 35.35) in these Black-White scenarios than did White non-college subjects (Mean = 33.55).

A group of White men answered the scenarios on the basis of how they thought White women would answer the woman-woman scenarios (the "insight" situation). A group of White women did this for the man-man scenarios (Table 7). Education produced a significant main effect

Table 7

Perception of Bias; Insight into Assertiveness Situations; White Men (Woman-Woman Scenarios) and White Women (Man-Man Scenarios) (Means)

Education	White Men: White Women	White Women: White Men	Mean
College	33.95	33.52	33.73
Non-college	32.23	32.77	32.50
Mean	33.09	33.15	33.12

($F = 4.88$; D.F. = 1,296; $p < .05$). White college subjects (Mean = 33.73) showed higher perception of bias in these particular situations than did White non-college subjects (Mean = 32.50).

A group of White men gave insight answers to how they thought Black men (ages 17 to 25) would reply in the Black man-White man scenarios. A group of White women did this for the Black woman-White woman scenarios (Table 8). Both sex ($F = 5.07$; D.F. = 1,288; $p < .05$) and education

Table 8

Perception of Bias; Insight into Assertiveness Situations; White Men (Black Man-White Man Scenarios) and White Women (Black Woman-White Woman Scenarios) (Means)

Education	White Men: Black Men	White Women: Black Women	Mean
College	36.59	37.81	37.20
Non-college	33.84	35.30	34.54
Mean	35.21	36.69	35.95

($F = 19.60$; D.F. = 1,288; $p < .01$) were significant. White women thought that the Black women in their scenarios would perceive more bias (Mean = 36.69) than the White men thought the Black men would perceive (Mean = 35.21). White college subjects (Mean = 37.20) perceived more bias in these Black-White scenarios than did non-college subjects (Mean = 34.54).

Table 9 contains the data for White men's perception of bias under the man-man assertiveness condition and White women's insight into how White men would answer the perception of bias items. A significant

Table 9

Perception of Bias White Men (Man-Man Scenarios)
and White Women's Insight into White Men's
Perception of Bias (Means)

Education	Perception of Bias White Men	White Women: White Men	Mean
College	32.19	33.52	32.85
Non-college	31.51	32.77	32.14
Mean	31.85	33.15	32.50

effect was found for sex ($F = 4.84$; $D.F. = 1.296$; $p < .05$). White women (Mean = 33.15) attributed a higher level of perception of bias to White men, in the man-man scenarios, than White men actually demonstrated (Mean = 31.85).

The data for the insight of White women into the perception of bias of White men in the man-man scenarios is presented in Table 10. There were no significant effects in this analysis. White men did not attribute

Table 10

Perception of Bias, White Women (Woman-Woman Scenarios)
and White Men's Insight into White Women's Perception
of Bias (Means)

Education	Perception of bias White Women	White Men: White Women	Mean
College	33.27	33.95	33.61
Non-college	33.15	32.23	32.69
Mean	33.21	33.09	33.15

a significantly different level of perception of bias to White women than the latter actually displayed ($F = 0.808$; D.F. = 1,296; $p > .05$).

The data on the insight of White men into the perception of bias of Black men (Black man-White man scenarios) are given in Table 11. There was no significant difference indicating that White men attributed

Table 11

Perception of Bias, Black Men (Black Man-White Man Scenarios) and White Men's Insight into Black Men's Perception of Bias (Means)

Education	Perception of Bias Black Men	White Men: Black Men	Mean
College	36.24	36.59	36.41
Non-college	34.67	33.84	34.25
Mean	35.45	35.21	35.33

a different level of perception of bias to Black men than Black men did themselves ($F = 0.720$; D.F. = 1,296; $p > .05$). Education was a significant ($F = 10.46$; D.F. = 1,296; $p < .01$). College subjects (Mean = 36.41) showed a higher level of perception of bias than did non-college subjects (Mean = 34.25).

Table 12 gives the data on White women's insight into the perception of bias by Black women in the Black woman-White woman scenarios. Only education produced a significant effect ($F = 15.56$; D.F. = 1,288; $p < .01$).

Table 12

Perception of Bias, Black Women (Black Woman-White Woman Scenarios) and White Women's Insight into Black Women's Perception of Bias (Means)

Education	Perception of bias Black Women	White Women: Black Women	Mean
College	38.15	37.81	37.98
Non-college	35.96	35.30	35.68
Mean	37.05	36.69	36.83

Subjects with a college education (Mean = 37.98) perceived a higher degree of bias in these particular Black-White situations than did non-college subjects (Mean = 35.68). There was no significant difference in the level of perception of bias found for Black women and the level attributed to them by White women ($F = 0.408$; D.F. = 1,288; $p > .05$).

Assertiveness ratings. The "assertiveness score" used in this research is based upon the number of assertive acts selected by the subjects and their judgment as to how assertive the acts are. In contrast, the "assertive act" score is based solely upon the number of acts chosen. The assertive score is the acts indicated as "probably should do" weighted by their perceived assertiveness minus the acts selected as "probably should not do" weighted by their perceived assertiveness.

For White subjects, judgment of the various acts as being assertive was higher among those with a college background (Mean = 131.99) than among those with non-college background (Mean = 116.30) ($F = 33.49$; D.F. = 1,296; $p < .01$) (Table 13). The scenarios with White men were man-man; for White women they were woman-woman. The difference in assertiveness

ratings between White men and White women was not significant

($F = 0.776$; D.F. = 1,296; $p > .05$).

Table 13

Assertiveness Ratings of the Assertiveness Acts by
White Men (Man-Man Scenarios) and White Women
(Woman-Woman Scenarios) (Means)

Education	White Men	White Women	Mean
College	131.69	132.29	131.99
Non-college	117.37	115.23	116.30
Mean	124.53	123.76	124.15

For Black men (Black man-White man scenarios) and Black women (Black woman-White woman scenarios), the difference in assertiveness ratings was not significant ($F = 0.201$; D.F. = 1,296; $p > .05$)(Table 14). Education was significant; the mean for Black college subjects was 125.39 and for Black non-college subjects was 119.49 ($F = 4.311$; D.F. = 1,296; $p < .05$).

Table 14

Assertiveness Ratings of the Assertiveness Acts by
Black Men (Black Man-White Man Scenarios) and Black
Women (Black Woman-White Woman Scenarios) (Means)

Education	Black Men	Black Women	Mean
College	122.71	138.07	125.39
Non-college	118.53	120.45	119.49
Mean	120.62	124.26	122.44

The data in Table 15 are the insight data for White males in contrast to the actual level of the assertiveness ratings found for the Black men in the Black man-White man scenarios. White men were not significantly different in their attribution of level of assertiveness to Black men (Mean = 125.04), age 17 to 25, from the level of assertiveness found in the Black male subjects (Mean = 120.62) ($F = 2.957$; D.F. = 1,296; $p > .05$). Education was significant;

Table 15

Assertiveness Ratings by Black Men (Black Man-White Man Scenarios) and Insight into Black Men's Ratings by White Men (Same Scenarios) (Means)

Education	Black Men	White Men: Black Men	Mean
College	122.71	130.16	126.43
Non-college	118.53	119.92	119.23
Mean	120.62	125.04	122.83

the mean for college subjects was 126.43; for non-college subjects it was 119.23 ($F = 0.087$; D.F. = 1,296; $p < .01$).

When the insight assertiveness ratings given by White women to Black women (Black woman-White woman scenarios) and the actual assertiveness ratings of the latter were compared, there was no significant difference (White women insight, Mean = 127.01; Black women assertiveness ratings, Mean = 124.26) ($F = 0.422$; D.F. = 1,288; $p > .05$). (Table 16)

Table 16

Assertiveness Ratings by Black Women (Black Woman-
White Woman Scenarios) and Insight into Black Women's
Ratings by White Women (Same Scenarios) (Means)

Education	Black Women	White Women : Black Women	Mean
College	128.07	134.99	131.53
Non-college	120.45	118.09	119.34
Mean	124.26	127.01	125.60

Education produced a significant main effect. The mean for college subjects was 131.53; for non-college subjects it was 119.34 ($F = 16.34$; D.F. = 1,288, $p < .01$).

Predisposition to assertiveness. The "assertiveness scores" (based upon acts selected or not selected, weighted by their respective perceived assertiveness levels) ranged from -43.95 (White college women, in woman-woman scenarios) to 22.75 (Black college men, in Black man-White man scenarios). A negative assertiveness score indicates that many acts were selected as "probably should not do."

The respective assertiveness scores for the White subjects in the base-line situations (men: man-man scenarios; women: woman-woman scenarios) were each significantly lower (by Scheffé tests at $p = .05$) than each of the assertiveness scores for Black subjects (men: Black man-White man scenarios; women: Black woman-White woman scenarios) (Table 17).

Table 17

Significantly Different Pairs of
Assertiveness Scores (Scheffé Test, $p = .05$)

-43.95 (WWC; W-W)*

7.12 (BM-NC; BM-WM)
12.69 (BW-NC; BW-WW)
15.93 (BW-C; BW-WW)
22.75 (BM-C; BM-WM)

-29.61 (WW-NC)

7.12 (BM-NC; BM-WM)
12.69 (BW-NC; BW-WW)
15.93 (BW-C; BW-WW)
22.75 (BM-C; BM-WM)

-34.68 (WM-C; M-M)

7.12 (BM-NC; BM-WM)
12.69 (BW-NC; BW-WW)
15.93 (BW-C; BW-WW)
22.75 (BM-C; BM-WM)

-28.03 (WM-NC)

7.12 (BM-NC; BM-WM)
12.69 (BW-NC; BW-WW)
15.93 (BW-C; BW-WW)
22.75 (BM-C; BM-WM)

*(WW-C; W-W): White women, college, woman-woman scenarios, etc. Each mean in given section was significantly different from the underlined mean.

Each of the means for assertiveness scores for the respective group of White subjects (man-man or woman-woman scenarios) was negative; each of the means for assertiveness scores for the respective groups of Black subjects (Black-White scenarios) was positive.

The "assertive act" scores were based solely upon the summation of the acts selected as "probably should do." These particular scores ranged from 13.13 (White women, non-college: woman-woman scenarios) to 20.56 (Black men, college: Black man-White man scenarios) (Table 18). Each of the respective mean assertive act scores for the White subjects was significantly lower (Scheffé tests, $p = .05$) than the respective assertive act scores for the Black subjects.

Table 18

Significantly Different Pairs of
Assertive Act Scores (Scheffé Test, $p = .05$)

13.13 (WW-NC; W-W)*

18.67 (BW-NC; BW-WW)
19.29 (BW-C; BW-WW)
19.36 (BM-NC; BM-WM)
20.56 (BM-C; BM-WM)

14.39 (WM-C; M-M)

18.67 (BW-NC; BW-WW)
19.29 (BW-C; BW-WW)
19.36 (BM-NC; BM-WM)
20.56 (BM-C; BM-WM)

13.20 (WW-C; W-W)

18.67 (BW-NC; BW-WW)
19.29 (BW-C; BW-WW)
19.36 (BM-NC; BM-WM)
20.56 (BM-C; BM-WM)

14.67 (WM-NC; M-M)

18.67 (BW-NC; BW-WW)
19.29 (BM-NC; BW-WW)
19.36 (BM-NC; BM-WM)
20.56 (BM-C; BM-WM)

*(WW-NC; W-W): White women, college, woman-woman scenarios, etc. Each mean in a given section was significantly different from the underlined mean.

When the assertiveness scores of White women (woman-woman scenarios), Mean = -31.35, were compared to those of White men (man-man scenarios), Mean = -36.78, there was no significant difference ($F = 1.357$; D.F. = 1,296; $p > .05$) (Table 19). There was a significant difference for educational

Table 19

Assertiveness Scores for White Men (Man-Man Scenarios)
White Women (Woman-Woman Scenarios) (Means)

Education	White Men	White Women	Mean
College	-34.68	-43.95	-39.31
Non-college	-28.03	-29.61	-28.82
Mean	-31.35	-36.78	-34.07

level. The White non-college subjects (Mean = -28.82) showed a higher level of assertiveness than the White college subjects, (Mean = -39.31) ($F = 5.072$; D.F. = 1,296; $p < .05$).

Using the assertive act scores, there was a significant main effect for sex, when comparing White men and White women in the respective man-man and woman-woman scenarios (Table 20). White men, in their scenarios, showed more assertiveness (Mean = 14.53) than did White women, in their scenarios (Mean = 13.17) ($F = 6.318$, D.F. = 1,296, $p < .05$). Education was not related to assertiveness act scores for these White men and White women ($F = 0.039$; D.F. = 1,296, $p > .05$).

Table 20

Assertive Act Scores for White Men (Man-Man Scenarios)
and White Women (Woman-Woman Scenarios) (Means)

Education	White Men	White Women	Mean
College	14.39	13.20	13.79
Non-college	14.67	13.13	13.90
Mean	14.53	13.17	13.85

With the assertiveness scores for Black subjects (Black man-White man scenarios, etc.), only the main effect of education produced a significant difference. Black college subjects had a mean assertiveness score of 19.34; the mean for Black non-college subjects was 9.91 ($F = 3.834$; D.F. = 1,296; $p > .05$).

Table 21

Assertiveness Scores for Black Men (Black Man-White Man Scenarios) and Black Women (Black Woman-White Woman Scenarios) (Means)

Education	Black Men	Black Women	Mean
College	27.75	15.93	19.34
Non-college	7.12	12.69	9.91
Mean	14.93	14.31	14.62

The Black men (Mean = 14.93) and Black women (Mean = 14.31) did not differ significantly in assertiveness scores ($F = 0.017$; D.F. = 1,296; $p > .05$). (Table 21)

For the assertive act scores, no significant differences were obtained for either sex ($F = 0.095$; D.F. = 1,296, $p > .05$) or education ($F = 0.119$; D.F. = 1,296; $p > .05$). (Table 22)

Table 22

Assertive Act Scores for Black Men (Black Man-White Man Scenarios) and Black Women (Black Woman-White Woman Scenarios) (Means)

Education	Black Men	Black Women	Mean
College	20.56	19.29	19.93
Non-college	19.36	18.67	19.01
Mean	19.96	18.98	19.47

Predisposition to assertiveness; "resistance" to assertiveness. In the "resistance" to assertiveness situations a group of subjects answered the items in terms of what they thought another group should do. Examples are:

White men - what White women in woman-woman situations should do; White women - what Black women in Black woman-White woman situations should do. "Resistance" refers to the case where these particular subjects say that "the other" should be less assertive than the latter actually demonstrate.

The data for the assertiveness scores for White men (man-man scenarios) and for what White women said White men should do are given in Table 23.

Table 23

Assertiveness Scores for White Men (Man-Man Scenarios)
and "Resistance" to Assertiveness Scores for White Women
(Same Scenarios) (Means)

Education	White Men	White Women: White Men	Mean
College	-34.68	-30.65	-32.67
Non-college	-28.03	-31.80	-29.85
Mean	-31.35	-31.21	-31.28

Neither the main effect of sex ($F = 0.002$, D.F. = 1,291; $p > .05$) nor education was significant ($F = 0.359$; D.F. = 1,291; $p > .05$). The White women did not, significantly, say that White men in man-man scenarios should be more or less assertive than they were.

For the same analysis, with the assertive act scores, there were no significant effects for either sex or education. (Table 24).

Table 24

Assertive Act Scores for White Men (Man-Man Scenarios)
and "Resistance" to Assertiveness Scores for White
Women (Same Scenarios) (Means)

Education	White Men	White Women: White Men	Mean
College	14.39	14.20	14.29
Non-college	14.67	14.27	14.48
Mean	14.52	14.23	14.38

Table 25 contains the data for the assertiveness scores for White women and what White men said they should do. In this instance, significant effects were found for sex and education. White men (Mean = -21.38) thought that White women should be more assertive than they actually were (Mean = -36.78) in the woman-woman scenarios ($F = 4.67$; D.F. = 1,296; $p < .05$). The White non-college

Table 25

Assertiveness Scores for White Women (Woman-Woman
Scenarios) and "Resistance" to Assertiveness Scores
for White Women (Same Scenarios) (Means)

Education	White Women	White Men: White Women	Mean
College	-43.95	-28.77	-36.36
Non-college	-29.61	-14.00	-21.81
Mean	-36.78	-21.38	-29.08

subjects, men and women, showed significantly higher assertiveness scores (Mean = -21.81) to White women (woman-woman scenarios) than did White college subjects (Mean = -36.36) ($F = 6.98$; D.F. = 1,296; $p < .01$).

The analysis of the assertive act scores yielded a significant main effect only for sex (Table 26). As with the assertiveness scores, White men thought that White women should be more assertive (woman-woman scenarios) than they, the latter, actually were. The respective means were 15.41 and 13.17 ($F = 11.53$; D.F. = 1,296; $p < .01$)

Table 26

Assertive Act Scores for White Women (Woman-Woman Scenarios) and "Resistance" to Assertiveness Act Scores for White Men (Same Scenarios) (Means)

Education	White Women	White Men: White Women	Mean
College	13.20	14.96	14.08
Non-college	13.13	15.87	14.50
Mean	13.17	15.41	14.29

The data for the assertiveness of Black men in the Black man-White man scenarios are given in Table 27. The White men (Mean = -14.00) said

Table 27

Assertiveness Scores for Black Men (Black Man-White Man Scenarios) and "Resistance" to Assertiveness Scores for White Men (Same Scenarios)(Means)

Education	Black Men	White Men: Black Men	Mean
College	22.75	-18.41	2.17
Non-college	7.12	-9.59	-1.23
Mean	14.93	-14.00	0.47

the Black men should be less assertive than they were (Mean = 14.93) in the Black man-White man scenarios ($F = 44.86$; D.F. = 1,296; $p < .01$), using assertiveness scores.

The same relationship was found with the assertive act scores (Table 28). White men (Mean = 16.63) felt that Black men should not be assertive as they were (Mean = 19.96) in the Black man-White man scenarios ($F = 39.87$; D.F. = 1,296; $p < .01$)

Table 28

Assertiveness Act Scores for Black Men (Black Man-White Man Scenarios) and "Resistance" to Assertiveness Act Scores for White Men (Same Scenarios) (Means)

Education	Black Men	White Men: Black Men	Mean
College	20.56	16.68	18.62
Non-college	19.36	16.59	17.97
Mean	19.96	16.63	18.30

With the assertiveness scores, White women showed "resistance" to the assertiveness of Black women in the Black woman-White woman scenarios (Table 29). The mean assertiveness score for Black women was 14.31; the "resistance" assertiveness score for White women was -13.77 ($F = 35.50$; D.F. = 1,296; $p < .01$).

Table 29

Assertiveness Scores for Black Women (Black Woman-White Woman Scenarios) and "Resistance" to Assertiveness Scores for White Women (Same Scenarios) (Means)

Education	Black Women	White Women: Black Women	Mean
College	15.93	-18.32	-1.19
Non-college	12.64	-9.21	-1.74
Mean	14.31	-13.77	0.27

Using the assertive act scores, White women again showed "resistance" to the assertiveness of Black women in the Black woman-White woman scenarios (Table 30). The assertiveness act mean for Black women was 18.98; the

Table 30

Assertive Act Scores for Black Women (Black Woman-White Woman Scenarios) and "Resistance" to Assertiveness Act Scores for White Women (Same Scenarios) (Means)

Education	Black Women	White Women: Black Women	Mean
College	19.29	16.81	18.08
Non-college	18.67	16.33	17.50
Mean	18.98	16.57	17.78

"resistance" mean for White women was 16.57 ($F = 16.91$; D.F. = 1,296; $p < .01$).

Predisposition to Assertiveness; insight into assertiveness. In the insight into assertiveness situations, subjects were instructed to answer the items in terms of how they thought another group of people would reply to them. One example is, White men answering the items in terms of how they thought "the majority of White American women in the 17 to 25 year age group" would reply to them. Another example is, White women answering the items in terms of how they thought "the majority of Black American women in the 17 to 25 year age group" would reply to them.

White women's insight into the assertiveness of White men (man-man scenarios), Mean = -24.94, was not significantly different from the level of assertiveness demonstrated by the latter, Mean = -31.35 ($F = 2.03$; D.F. = 1,296; $p > .05$) (Table 31), based upon assertiveness scores.

Table 31

Assertiveness Scores for White Men (Man-Man Scenarios)
and Insight Assertiveness Scores for White Women (Same
Scenarios) (Means)

Education	White Men	White Women: White Men	Mean
College	-34.68	-29.00	-31.84
Non-college	-28.03	-20.88	-24.45
Mean	-31.35	-24.94	-28.15

When the assertiveness act scores were used, the insight level of White women, Mean = 15.09, was not significantly different from the actual level of assertiveness of White men, Mean = 14.52 ($F = 1.05$; D.F. = 1,296; $p > .05$) (Table 32).

Table 32

Assertive Act Scores for White Men (Man-Man Scenarios)
and Insight Assertiveness Act Scores for White Women
(Same Scenarios) (Means)

Education	White Men	White Women: White Men	Mean
College	14.39	15.33	14.86
Non-college	14.67	14.85	14.76
Mean	14.52	15.09	14.81

In the insight of White men (Mean = -29.09) into the assertiveness scores of White women (Mean = -36.78) there was no significant difference ($F = 2.81$; D.F. = 1,296; $p > .05$) (Table 33).

Table 33

Assertiveness Scores for White Women (Woman-Woman
Scenarios) and Insight into Assertiveness Scores for
White Men (Same Scenarios) (Means)

Education	White Women	White Men: White Women	Mean
College	-43.95	-33.89	-38.92
Non-college	-29.61	-24.29	-26.95
Mean	-36.78	-29.09	-32.94

When the assertiveness act scores were used, White men (Mean = 15.49) attributed more assertiveness to White women (woman-woman scenarios) than the latter actually exhibited (Mean = 13.17) ($F = 18.82$; D.F. = 1,296; $p < .01$). (Table 34)

Table 34

Assertiveness Act Scores for White Women (Woman-Woman
Scenarios) and Insight into Assertiveness Act Scores
for White Men (Same Scenarios) (Means)

Education	White Women	White Men: White Women	Mean
College	13.20	15.76	14.48
Non-college	13.13	15.21	14.17
Mean	13.17	15.49	14.33

With the assertiveness scores, White men attributed less assertiveness, Mean = -8.08, to Black men (Black man-White man scenarios) than the Black men demonstrated, Mean = 14.93 ($F = 24.159$; D.F. = 1,296; $p < .01$) (Table 35).

Table 35

Assertiveness Scores for Black Men (Black Man-White Man Scenarios) and Insight Assertiveness Scores for White Men (Same Scenarios) (Means)

Education	Black Men	White Men: Black Men	Mean
College	22.75	-9.37	6.69
Non-college	7.12	-6.79	0.17
Mean	14.93	-8.08	3.43

The assertiveness act scores produced the same significant relationship: Black men, Mean = 19.96; White men, insight, Mean = 18.43 ($F = 6.223$; D.F. = 1,296; $p < .05$). (Table 36)

Table 36

Assertive Act Scores for Black Men (Black Man-White Man Scenarios) and Insight Assertiveness Act Scores for White Men (Same Scenarios) (Means)

Education	Black Men	White Men: Black Men	Mean
College	20.56	18.63	19.89
Non-college	19.36	18.24	18.80
Mean	19.96	18.43	19.20

Using the assertiveness scores, White women attributed less assertiveness to Black women, Mean = -5.32, than the latter displayed, Mean = 14.31 ($F = 14.13$; D.F. = 1,288; $p < .01$). (Table 37)

Table 37

Assertiveness Scores for Black Women (Black Woman-White Woman Scenarios) and Insight Assertiveness Scores for White Women (Same Scenarios) (Means)

Education	Black Women	White Women: Black Women	Mean
College	15.93	-2.52	6.71
Non-college	12.69	-8.45	2.67
Mean	14.31	-5.32	4.69

In contrast, using the assertiveness act scores did not produce a significant difference between the level of assertiveness of Black women, Mean = 18.98, and the level of assertiveness attributed to them by White women, Mean = 18.50 ($F = 0.444$; D.F. = 1,288; $p > .05$). (Table 38)

Table 38

Assertiveness Act Scores for Black Woman (Black Woman-White Woman Scenarios) and Insight Assertiveness Act Scores for White Women (Same Scenarios) (Means)

Education	Black Women	White Women: Black Women	Mean
College	19.29	19.28	19.29
Non-college	18.67	17.70	18.20
Mean	18.96	18.50	18.74

* * * * *

The following section presents results that have to do with psychological variables that serve to provide a context within which the various aspects of assertiveness, and the cross-group relationships involved, function.

Sex role perceptions. One of these context components was the sex role perceptions of White men and White women in those situations designed to measure the various aspects of assertiveness in the base-line situations of man-man and woman-woman scenarios. The total group of White men in man-man (predisposition to men's assertiveness) and the woman-woman scenarios ("resistance" to assertiveness by women and insight into this assertiveness), $N = 450$, perceived women in the dichotomous direction, $Mean = 101.81$. The total of White women in the comparable situations, $N = 445$, perceived women in the androgynous direction, $Mean = 88.63$ ($F = 115.67$; $D.F. = 1,891$; $p < .01$) (Table 39). (Sex role perceptions were not answered on an insight basis by White men)

Table 39

Sex Role Perceptions of White Men and White Women
(Man-Man; Woman-Woman Scenarios) (Means) Low Score -
Androgynous

Education	White Men	White Women	Mean
College	97.09	82.05	89.57
Non-college	106.53	95.36	101.01
Mean	101.81	88.63	95.26

White college subjects (men and women) perceived women in the androgynous direction, Mean = 89.57; White non-college subjects perceived them in the dichotomous direction, Mean = 101.81 ($F = 86.34$; D.F. = 1,891; $p < .01$).

General racial attitudes. General racial attitudes represent a context factor in the assertiveness of the Black subjects and the "resistance" and insight reactions of the White subjects in the Black-White scenarios. White men who responded to the Black man-White man scenarios on the basis of what the Black man should do ("resistance") were racial separatists to a significantly greater degree, Mean = 92.51, than were the Black men, Mean = 37.81 ($F = 53.61$, D.L. = 1,296; $p < .01$). (Table 40) College male subjects (Black and White) were significantly more separatist, Mean = 41.57, than non-college male subjects, Mean = 38.75 ($F = 19.62$; D.F. = 1,296; $p < .01$). (Table 40)

Table 40

General Racial Attitudes of Black Men and "Resistance"
White Men (Black Man-White Man Scenarios) (Means)
High Score - Separatist

Education	Black Men	White Men: Black Men	Mean
College	38.96	44.17	41.57
Non-college	36.67	40.84	38.75
Mean	37.81	42.51	40.16

White women in the "resistance" situation with respect to Black women (Black woman-White woman scenarios) were significantly more separatist racially, Mean = 43.61, than were the Black women, Mean = 37.45 ($F = 54.83$; D.F. = 1,296; $p < .01$). (Table 41) College women (Black and White), Mean = 41.09, and non-college women, Mean = 40.05 were not significantly different in general racial attitudes ($F = 0.027$; D.F. = 1,296; $p > .05$).

Table 41

General Racial Attitudes of Black Women and "Resistance"
White Women (Black Woman-White Woman Scenarios) (Means)
High Score - Separatist

Education	Black Women	White Women: Black Women	Mean
College	37.53	44.64	41.09
Non-college	37.37	42.58	40.05
Mean	37.45	43.61	40.01

White men attributed (insight) less racial separatist attitudes to Black men, Mean = 35.80, than the latter displayed, Mean = 37.81 ($F = 8.672$; D.F. = 1, 296; $p < .01$). (Table 42)

Table 42

General Racial Attitudes of Black Men and Insight
White Men (Black Man-White Man Scenarios) (Means)
High Score - Separatist

Education	Black Men	White Men: Black Men	Mean
College	38.96	35.60	37.28
Non-college	36.67	36.00	36.33
Mean	37.81	35.80	36.81

The White women did not attribute (insight) a significantly different level of separatism (or integrationism) to Black women (Black woman-White woman scenarios), Mean = 37.95, than the Black women demonstrated, Mean = 37.45 ($F = 0.364$; D.F. = 1,288; $p > .05$). (Table 43)

Table 43

General Racial Attitudes of Black Women and Insight
White Women (Black Woman-White Woman Scenarios) (Means)
High Score - Separatist

Education	Black Women	White Women: Black Women	Mean
College	37.53	36.95	37.24
Non-college	37.37	39.12	38.20
Mean	37.45	37.95	37.69

Organizations and women. White men in the "resistance" situation (woman-woman scenarios) perceived organizations as being more positive to women, Mean = 34.45, than did White women, Mean = 36.35 ($F = 5.779$; D.F. = 1,296; $p < .05$). (Table 44) The educational levels were not significantly different ($F = 2.675$; D.F. = 1,296; $p > .05$).

Table 44

Attitudes Toward Organizations and Women of White
Women and "Resistance" White Men (Woman-Woman
Scenarios) (Means) High Score - Negative

Education	White Women	White Men: White Women	Mean
College	37.63	34.60	36.11
Non-college	35.07	34.29	34.68
Mean	36.35	34.45	35.40

In the insight situation, White men attributed to White women a greater degree of perception of organizational negativism toward women, Mean = 38.48, than the women themselves showed, Mean = 36.35 ($F = 17.406$; D.F. = 1,296; $p < .01$). (Table 45)

Table 45

Attitudes Toward Organizations and Women of White Women and Insight White Men (Woman-Woman Scenarios)
(Means) High Score - Negative

Education	White Women	White Men: White Women	Mean
College	37.63	39.83	38.73
Non-college	35.07	37.13	36.10
Mean	36.35	38.48	37.41

Organizations and Blacks. Black men were more negative toward organizations and Blacks, Mean = 38.38, than were White men in the "resistance" situation (Black man-White man scenarios), Mean = 33.74 ($F = 3.891$, D.F. = 1,296; $p < .05$) (Table 46). College men (Black and White) saw organizations as being more negative toward Blacks, Mean = 36.69, than did non-college men, Mean = 35.44 ($F = 54.478$; D.F. = 1,296; $p < .01$).

Table 46

Attitudes Toward Organizations and Blacks of Black Men
and "Resistance" White Men (Black Man-White Man Scenarios)
(Means) High Score - Negative

Education	Black Men	White Men: Black Men	Mean
College	39.51	33.85	36.69
Non-college	37.25	33.63	35.44
Mean	38.38	33.74	36.06

Black women also were more regative toward organizations and Blacks, Mean = 39.23, than were White women in the "resistance" situation (Black woman-White woman scenarios), Mean = 33.53 ($F = 22.121$; D.F. = 1,296; $p < .01$) (Table 47). College Black and White women had more negative attitudes toward organizations and Blacks, Mean = 37.81, than did non-college Black and White women, Mean = 34.77 ($F = 82.760$; D.F. = 1,296; $p < .01$).

Table 47

Attitudes Toward Organizations and Blacks of Black
Women and "Resistance" White Women (Black Women-White
Women Scenarios) (Means) High Score - Negative

Education	Black Women	White Women: Black Women	Mean
College	40.95	34.68	37.81
Non-college	37.52	36.03	34.77
Mean	39.23	33.53	36.29

White men in the insight situation did not attribute to Black men a significantly different level of negativism of attitudes toward organizations and Blacks, Mean = 37.92, than the Black men did themselves, Mean = 38.38 ($F = 0.537$; D.F. = 1,296; $p > .05$) (Table 48). College men (Black and White) associated more negativism to organizations and Blacks, Mean = 39.73, than did non-college men (Black and White, Mean = 36.57 ($F = 25.432$; D.F. = 1,296; $p > .01$).

Table 48

Attitudes Toward Organizations and Blacks of Black Men and Insight White Men (Black Man-White Man Scenarios) (Means) High Score - Negative

Education	Black Men	White Men: Black Men	Mean
College	39.51	39.96	39.73
Non-college	37.25	35.88	36.57
Mean	38.38	37.92	38.15

White women attributed (insight) to Black women a lesser level of negativism with respect to organizations and Blacks, Mean = 37.90, than Black women actually demonstrated in the Black woman-White woman scenarios, Mean = 39.23 ($F = 6.672$; D.F. = 1,288; $p = .01$) (Table 49). In these

Table 49

Attitudes Toward Organizations and Blacks of Black Women and Insight White Women (Black Woman-White Woman Scenarios) (Means) High Score - Negative

Education	Black Women	White Women: Black Women	Mean
College	40.95	40.67	40.81
Non-college	37.52	34.79	36.23
Mean	39.23	37.90	38.58

particular Black and White women, college subjects had a greater degree of negative attitudes toward organizations and Blacks, Mean = 40.81, than did non-college subjects, Mean = 36.23 ($F = 39.48$; D.F. = 1,288; $p < .01$).

Special treatment for women in organizations. White men (woman-woman scenarios) in the "resistance" situation were more against special treatment for women in organizations, Mean = 25.65, than White women were, Mean = 24.87 ($F = 3.74$; D.F. = 1,296; $p = .05$) (Table 50). The college group (men and women) was more against this special treatment, Mean = 26.00, than was the non-college group, Mean = 24.53 ($F = 13.362$; D.H. = 1,296; $p < .01$).

Table 50

Attitudes Toward Special Treatment of Women in
Organizations of White Women and "Resistance"
White Men (Woman-Woman Scenarios) (Means)
High Score - Against

Education	White Women	White Men: White Women	Mean
College	25.51	26.49	26.00
Non-college	24.24	24.81	24.53
Mean	24.87	25.65	25.26

The White men attributed to White women (insight) a lower level of negativism toward special treatment for women in organizations, Mean = 23.10, than White women actually demonstrated, Mean = 24.87 ($F = 17.253$; D.F. = 1,296; $p < .01$) (Table 51).

Table 51

Attitudes Toward Special Treatment for Women in
Organizations of White Women and Insight White Men
(Woman-Woman Scenarios) (Means) High Score - Negative

Education	White Women	White Men: White Women	Mean
College	25.51	23.20	24.35
Non-college	24.24	23.00	23.62
Mean	24.87	23.10	23.99

Special treatment for Blacks in organizations. White men in the "resistance" situation (Black man-White man scenarios) were more against special treatment for Blacks in organizations, Mean = 25.12, than were Black men, Mean = 21.58 ($F = 64.02$; D.F. = 1,296; $p < .01$) (Table 52).

Table 52

Attitudes Toward Special Treatment for Blacks in
Organizations of Black Men and "Resistance" White
Men (Black Man-White Man Scenarios) (Means)
High Score - Negative

Education	Black Men	White Men: Black Men	Mean
College	21.44	25.32	23.38
Non-college	21.72	24.92	23.32
Mean	21.58	25.12	23.35

White women in the "resistance" group (Black woman-White woman scenarios) were more against special treatment of Blacks in organizations, Mean = 25.08, than were Black women, Mean = 21.96 ($F = 49.92$; D.F. 1,296; $p < .01$) (Table 53).

Table 53

Attitudes Toward Special Treatment for Blacks in Organizations of Black Women and "Resistance" White Women (Black Woman-White Woman Scenarios) (Means)
High Score - Negative

Education	Black Women	White Women: Black Women	Mean
College	21.68	24.80	23.24
Non-college	22.24	25.36	23.80
Mean	21.96	25.08	23.52

White men attributed (insight) to Black men a higher degree of negative attitudes toward special treatment of Blacks by organizations, Mean = 22.65, than the Black men demonstrated, Mean = 21.58 ($F = 5.336$; D.F. = 1,296; $p < .05$) (Table 54)

Table 54

Attitudes Toward Special Treatment for Blacks in Organizations of Black Men and Insight White Men (Black Man-White Man Scenarios) (Means)
High Score - Negative

Education	Black Man	White Men: Black Men	Mean
College	21.44	21.97	21.71
Non-college	21.72	23.32	22.52
Mean	21.58	22.65	22.11

The White women attributed (insight) to Black women a higher level of negative attitudes to special treatment of Blacks in organizations, Mean = 22.80, than Black women actually held, Mean = 21.96 ($F = 3.781$; D.F. = 1,288; $p = .05$) (Table 55).

Table 55

Attitudes Toward Special Treatment for Blacks in Organizations of Black Women and Insight White Women (Black Woman-White Woman Scenarios) (Means)
High Score - Negative

Education	Black Women	White Women: Black Women	Mean
College	21.68	21.49	21.59
Non-college	22.24	24.25	23.19
Mean	21.96	22.80	22.37

Dogmatism. The analysis of dogmatism, for comparisons among groups of subjects, is based only upon those Black and White subjects in the predisposition to assertiveness situations. Men (Black and White), Mean = 67.90, were more dogmatic than women (Black and White), Mean = 65.60 ($F = 7.218$; D.F. = 1,592; $p = .01$). Non-college subjects, Mean = 68.01, were more dogmatic than the college groups, Mean = 65.49 ($F = 8.762$; D.F. = 1,592; $p < .01$). Blacks (men and women), Mean = 69.88, were more dogmatic than Whites (men and women), Mean = 63.62 ($F = 53.67$; D.F. = 1,592; $p < .01$).

Risk-taking. Only the subjects in the predisposition to assertiveness situation were used for comparisons among groups of subjects, in the analysis of risk-taking data. Whites (men and women) displayed a higher level of risk-taking, Mean = 47.01, than did Blacks (men and women), Mean = 43.81 ($F = 8.690$; D.F. = 1,592; $p < .01$). College subjects (Black and White) showed a higher degree of risk-taking, Mean = 46.99, than did non-college subjects, Mean = 43.82 ($F = 8.510$; D.F. = 1,592, $p < .01$).

* * * * *

Multiple regression was used to investigate the roles of the above "background" or context variables in each of the three aspects of assertiveness -- predisposition to assertiveness, "resistance" to assertiveness and insight into assertiveness. In the White-White situations (man-man; woman) these variables were:

- Perception of bias
- Organizations and women
- Special treatment for women
- Sex role perceptions
- Dogmatism
- Risk-taking

In the Black-White situations (Black man-White man; Black woman-White woman) the variables were:

Perception of bias
Organizations and Blacks
Special treatment for Blacks
General racial attitudes
Dogmatism
Risk-taking

In the step-wise regression, a new variable was added only if the change it would produce in the R for the regression equation was significantly different at $p = .05$.

Predisposition to assertiveness. Using the assertiveness scores as the criterion, among White men in the base-line situation (man-man scenarios) no variable other than dogmatism correlated. In the assertiveness act scores, dogmatism and perception of bias correlated with this particular criterion (Table 56).

Table 56

Multiple Regression: White Male Assertiveness -
Assertiveness Scores and Assertiveness Act Scores
(Man-Man Scenarios)

<u>Assertiveness Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Dogmatism	0.296	0.087	0.230
<u>Assertiveness Act Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Dogmatism	0.326	0.106	0.328
Perception of bias	0.366	0.134	0.166

In White women (woman-woman) scenarios, the only correlate with assertiveness scores was dogmatism. With the assertiveness act scores, the correlates were special treatment for women (r: negative, those for special treatment were more assertive) perception of bias, dogmatism and risk-taking (Table 57).

Table 57

Multiple Regression: White Female Assertiveness;
Assertiveness Scores and Assertiveness Act Scores
(Woman-Woman Scenarios)

<u>Assertiveness Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Dogmatism	0.233	0.054	0.233
<u>Assertiveness Act Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Special treatment for women	0.250	0.062	-0.205
Perception of bias	0.328	0.107	0.221
Dogmatism	0.380	0.144	0.202
Risk-taking	0.411	0.169	0.157

Black men (Black man-White man scenarios), dogmatism and negative attitudes toward organizations and Blacks were related to high assertiveness scores. The same two variables were related to assertiveness act scores (Table 58).

Table 58

Multiple Regression: Black Male Assertiveness;
Assertiveness Scores and Assertiveness Act Scores
(Black Man-White Man Scenarios)

<u>Assertiveness Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Dogmatism	0.332	0.110	0.347
Organizations and Blacks	0.374	0.140	0.172
<u>Assertiveness Act Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Dogmatism	0.300	0.090	0.316
Organizations and Blacks	0.356	0.127	0.195

The correlates with assertiveness scores, for Black women (Black woman-White woman scenarios), were special treatment for Blacks (r: negative; those for special treatment were more assertive) and perception of bias. For assertiveness act scores, the correlates were special treatment for Blacks (r: negative), perception bias and general racial attitudes (Table 59). In the latter case, feeling that race relations should be separatist was associated with lower assertiveness act scores.

Table 59

Multiple Regression: Black Female Assertiveness;
Assertiveness Scores and Assertiveness Act Scores
(Black Woman-White Woman Scenarios)

<u>Assertiveness Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Special treatment for Blacks	0.293	0.086	0.273
Perception of bias	0.398	0.159	0.271
<u>Assertiveness Act Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Special treatment for Blacks	0.283	0.080	-0.239
Perception of bias	0.371	0.137	0.218
General racial attitudes	0.428	0.183	-0.217

"Resistance" to assertiveness. The only correlate with White male "resistance" to White female assertiveness, using the assertiveness scores, was dogmatism (the more dogmatic, the more the White men gave higher assertiveness scores for what White women should do in the woman-woman scenarios). With the assertiveness act scores, the correlates were dogmatism and risk-taking (Table 60).

Table 60

Multiple Regression: "Resistance" Scores of White Men (Woman-Woman Scenarios), Assertiveness Scores and Assertiveness Act Scores

<u>Assertiveness Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Dogmatism	0.282	0.080	0.282
<u>Assertiveness Act Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Dogmatism	0.327	0.107	0.337
Risk-taking	0.364	0.132	0.160

For White women responding to the man-man scenarios, "resistance" situation, the correlates with assertiveness scores were dogmatism and special treatment for women (r: negative). For the assertiveness act scores, the correlates were special treatment for women (r: negative), perception of bias and dogmatism (Table 61)

Table 61

Multiple Regression: "Resistance" Scores of White Women (Man-Man Scenarios), Assertiveness Scores and Assertiveness Act Scores

<u>Assertiveness Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Dogmatism	0.230	0.053	0.184
Special treatment for women	0.289	0.084	-0.181
<u>Assertiveness Act Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Special treatment for women	0.360	0.129	-0.289
Perception of bias	0.425	0.181	0.246
Dogmatism	0.453	0.206	0.164

In the analysis of the multiple regression data for the assertiveness scores of White men saying what they thought Black men should do in the Black man-White man scenarios ("resistance"), no one of the six context variables correlated significantly. Using the assertiveness act scores, the correlates were perception of bias, dogmatism, organizations and Blacks (Table 62). White men who thought that organizations were negative toward Blacks said that Blacks should be more assertive.

Table 62

Multiple Regression: "Resistance" Scores of White Men (Black Man-White Man Scenarios), Assertiveness Scores and Assertiveness Act Scores

Assertiveness Scores

(No variable reached significance at $p = .05$)

Assertiveness Act Scores

<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Perception of bias	0.308	0.095	0.256
Dogmatism	0.354	0.126	0.164
Organizations and Blacks	0.387	0.150	0.162

For White women ("resistance") replying in terms of what Black women should do (Black woman-White woman scenarios), only special treatment for Blacks was correlated with assertiveness scores (r : negative; the more the White woman favored special treatment for Blacks, the more they said the Black women should be assertive). With the assertiveness act scores, special treatment for Blacks (r : negative) and perception of bias were correlated (Table 63).

Table 63

Multiple Regression: "Resistance" Scores of White Women (Black Woman-White Woman Scenarios), Assertiveness Scores and Assertiveness Act Scores

<u>Assertiveness Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Special treatment for Blacks	0.203	0.041	-0.203
<u>Assertiveness Act Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Special treatment for Blacks	0.355	0.126	-0.318
Perception of bias	0.412	0.170	0.212

Insight into assertiveness. In the insight situations for White subjects (man-man; woman-woman scenarios), the following variables were answered on an insight basis:

Assertiveness scores
 Assertiveness act scores
 Perception of bias
 Organizations and women
 Special treatment for women

In the insight situations for White subjects with respect to the Black-White scenarios, these variables were answered on an insight basis:

Assertiveness scores
 Assertiveness act scores
 Perception of bias
 Organizations and Blacks
 Special treatment for Blacks
 General racial attitudes

For sex role perceptions, dogmatism and risk-taking, the respective groups of subjects involved answered for themselves.

For the insight situation represented by White men saying how they thought White women would answer the woman-woman scenarios, attributed assertiveness scores were correlated with the level of perception of bias attributed to women and the White men's sex role perception. The same two variables were correlated with assertiveness act scores (Table 64). The White men who said that White women would perceive a high level of bias in the scenarios tended to say that the White women would produce a high level of assertiveness scores. Also, the more dichotomous the White men in their views of women, the more they tended to attribute assertiveness to White women.

Table 64

Multiple Regression: Insight Scores of White Men
(Woman-Woman Scenarios), Assertiveness Scores and
Assertiveness Act Scores

<u>Assertiveness Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Perception of bias	0.175	0.030	0.180
Sex role perception	0.241	0.580	0.166
<u>Assertiveness Act Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Perception of bias	0.361	0.130	0.368
Sex role perception	0.411	0.169	0.196

For the insight situation where White women were attributing assertiveness to White men (man-man scenarios), the only correlate with assertiveness scores and assertiveness act scores was attributed perception of bias (Table 65).

Table 65

Multiple Regression: Insight Scores of White Women
(Man-Man Scenarios), Assertiveness Scores and
Assertiveness Act Scores

<u>Assertiveness Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Perception of bias	0.305	0.093	0.305
<u>Assertiveness Act Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Perception of bias	0.379	0.144	0.379

In the situations where White men attributed (insight) assertiveness scores to Black men (Black man-White man scenarios), only special treatment for Blacks was correlated (r: negative: White men attributing Black men as favoring special treatment for Blacks tended to attribute higher levels of assertiveness to Black men). For the assertiveness scores the correlates were attributed attitudes on special treatment for Blacks (r: negative) and attributed perception of bias (Table 66).

Table 66

Multiple Regression: Insight Scores of White Men
(Black Man-White Man Scenarios), Assertiveness
Scores and Assertiveness Act Scores

<u>Assertiveness Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Special treatment for Blacks	0.210	0.044	-0.210
<u>Assertiveness Act Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Special treatment for Blacks	0.339	0.115	-0.298
Perception of bias	0.372	0.138	0.157

In the insight situation for White women with respect to Black women (Black woman-White woman scenarios), attributed assertiveness scores were correlated only with attributed attitudes toward organizations and Blacks. The White women who said that Black women thought that organizations were negative toward Blacks attributed higher levels of assertiveness to Black women. With the assertiveness act scores the correlates were attributed attitudes toward organizations and Blacks and attributed perception of bias (Table 67).

Table 67

Multiple Regression: Insight Scores for White Women (Black Woman-White Woman Scenarios), Assertiveness Scores and Assertiveness Act Scores

<u>Assertiveness Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Organizations and Blacks	0.213	0.045	0.213

<u>Assertiveness Act Scores</u>			
<u>Variable</u>	<u>R</u>	<u>R²</u>	<u>Beta</u>
Organizations and Blacks	0.302	0.091	0.216
Perception of bias	0.350	0.122	0.196

Interracial contact background. White and Black subjects involved with the Black-White scenarios were asked the following three questions:

When you were growing up, did you live in a neighborhood in which the people were:

- All or about all of your own race
- Mostly of your own race but some of other races
- Mixed about 50/50 with other races
- Mostly of other races but some of my own race
- All or almost all of other races

When you were growing up, how often did you have close personal contact with people of other races?

- Never
- Less than monthly
- Monthly
- Weekly
- Daily

During the present time, how often do you have close personal contact with people of other races?

Never
Less than monthly
Monthly
Weekly
Daily

For each of the three aspects of assertiveness, the respective White and Black subjects were divided into those above or below a given median and the distributions for the replies to the items were analyzed.

Black men above the median and those below the median for predisposition to assertiveness were not significantly in the racial mixture of the neighborhoods in which they grew up, for assertiveness scores (chi square = 2.539; D.F. = 4; $p > .05$) and assertiveness act scores (chi square = 1.618; D.F. = 4; $p > .05$). There was no significant difference for extent of racial contact while growing up, for the assertiveness scores (chi square = 0.906; D.F. = 4; $p > .05$) and the assertiveness act scores (chi square = 6.167; D.F. = 4; $p > .05$). Also, there was no significant difference for extent of present racial personal contact; assertiveness scores, chi square = 3.463; D.F. = 4; $p > .05$; assertiveness act scores, chi square = 1.431; D.F. = 4; $p > .05$.

The above and below median group of Black women in terms of predisposition to assertiveness were significantly different in racial mixture of neighborhood grown up in (assertiveness scores: chi square = 9.598; D.F. = 4; $p = .05$); assertiveness act scores: chi square: 9.550; D.F. = 4; $p = .05$).

Black women in the above median groups (predisposition to assertiveness) were more likely to have grown up in neighborhoods with degrees of mixture of races, in contrast to those who grew up in situations that were "all of own race." Neither of the racial personal contact questions

produced a significant difference for these two groups of Black women -- racial personal contact while growing up, assertiveness scores chi square = 1.033; D.F. = 4; $p > .05$; assertiveness act scores chi square = 6.506; D.F. = 4; $p > .05$; present racial personal contact, assertiveness scores chi square = 0.873; D.F. = 4; $p > .05$; assertiveness act scores chi square = 1.400; D.F. = 4; $p > .05$.

White men in the "resistance" to Black male assertiveness situation, when divided into above and below this median, were not significantly different in racial mixture of neighborhood they grew up in (assertiveness scores: chi square = 4.557; D.F. = 4; $p > .05$; assertiveness act scores: chi square = 4.488; D.F. = 4; $p > .05$), extent of racial personal contacts when growing up (assertiveness scores: chi square = 4.361; D.F. = 4; $p > .05$; assertiveness act scores: chi square = 1.409; D.F. = 4; $p > .05$) and extent of present racial personal contacts (assertiveness scores: chi square = 4.780; D.F. = 4; $p > .05$; assertiveness act scores: chi square = 6.121; D.F. = 4; $p > .05$).

White women in the "resistance" to Black female assertiveness, in the above and below median groups, were not significantly different in racial mixture of neighborhood grown up in (assertiveness scores: chi square = 4.926; D.F. = 4; $p > .05$; assertiveness act scores: chi square = 4.450; D.F. = 4; $p > .05$), degree of personal racial contact while growing up (assertiveness scores: chi square = 5.233; D.F. = 4; $p > .05$; assertiveness act scores: chi square = 2.873; D.F. = 4; $p > .05$) and current level of personal racial contact (assertiveness scores: chi square = 5.183; D.F. = 4; $p > .05$; assertiveness act scores: chi square = 5.493; D.F. = 4; $p > .05$).

When the White men were considered in terms of insight into the assertiveness of Black men (assertiveness attributed to Black men), the above and below median groups were not significantly different in past neighborhood's racial mixture (assertiveness scores: chi square = 1.731; D.F. = 4; $p > .05$; assertiveness act scores: chi square = 3.532; D.F. = 4; $p > .05$), past racial personal contact (assertiveness scores: chi square = 1.824; D.F. = 4; $p > .05$); assertiveness act scores: chi square = 5.944; D.F. = 4; $p > .05$) and current level of personal racial contact (assertiveness scores: chi square = 9.061; D.F. = 4; $p > .05$; assertiveness act scores: chi square = 8.022; D.F. = 4; $p > .05$)

White women in the insight situation with Black women and predisposition to assertiveness, when divided into above and below median groups, were not significantly different with respect to racial type of neighborhood they grew up in (assertiveness scores: chi square = 2.482; D.F. = 4; $p > .05$; assertiveness act scores: chi square = 3.563; D.F. = 4; $p > .05$). Degree of personal racial contact while growing up was significantly different when the division was made in terms of assertiveness scores (chi square = 11.430; D.F. = 4; $p < .05$). Those White women who were above the median in attributing predisposition to assertiveness to Black women were more likely to have grown up with little ("never" or "less than monthly") personal contact with other races. There was no such significant difference for the assertiveness act scores (chi square = 5.812; D.F. = 4; $p > .05$).

In current personal racial contacts, White women above and below the insight median were not significantly different for the assertiveness scores

(chi square = 3.178; D.F. = 4; $p > .05$). There was a significant difference with the assertiveness act scores (chi square = 11.408; D.F. = 4; $p < .05$). Again, the White women above the median were more likely to have, currently, little or no contact with Black women.

DISCUSSION

The general objective of this research was to investigate cross-group perceptions with respect to assertiveness as a condition that contains potential for intergroup tension or conflict in organizational settings. The general concept was that if the members of one group, in given situations, were being more assertive than an opposing group thought they should be, a circumstance would exist that had the potential to precipitate tension or conflict between the two groups. Three aspects of assertiveness were studied: (1) predisposition to assertiveness, (2) "resistance" of one group to the assertiveness of another group, and (3) insight of one group into the assertiveness of another group.

One key factor in these particular intergroup interactions could be the extent the respective parties perceive that the initial actions of "antagonists" were biased, in contrast to those actions being judged as being appropriate to the situation. Therefore, perceptions of bias were measured.

Still another factor in the overall situation was the possibility that the individuals in the groups involved saw the same acts as representing different degrees of assertiveness. The "target" of an action might do something that he or she does not consider to be especially assertive, but the "antagonist" might perceive that act as being quite assertive. This, too, is a condition that contains potential for intergroup tension or conflict.

When the latter point was taken into consideration, two measures of assertiveness emerged. First, there were the assertiveness act scores, based upon the number of actions the subjects indicated that the "targets" in the scenarios probably should do. Secondly, there were the assertiveness scores, based upon all actions in the scenarios, whether selected as "probably should" or "probably should not" do, with each weighted by the level of assertiveness attached to the respective acts. Each of these two measures had a fair degree of reliability. The correlation between the two measures, for all subjects in the predisposition to assertiveness situation, was 0.73, indicating that only 53 percent of the variance in the assertiveness scores could be accounted for by the assertiveness act scores. The assessments of the level of assertiveness in the various actions that were available for choice in the scenarios were designated as the assertiveness ratings. There was a considerable variation in the assertiveness ratings; the overall mean was 124.13 (out of a possible 1 to 200), $s = 24.01$. The individual assertiveness ratings tended to fall between 77.07 and 171.19, $p = .05$. Among both Whites and Blacks, college subjects assessed the actions available as being more assertive than did non-college subjects. Within the respective racial groups, men and women were not significantly different in their judgments as to how assertive the actions were, working with their respective sets of scenarios.

With the level of r^2 for the assertiveness act scores and assertiveness scores, it was expected that many of the analyses would yield similar results for the two scores; that happened. It was also expected that

there would be exceptions to this; that happened. The most notable exceptions occurred with the multiple regressions. There was a tendency for more variables to enter the multiple regression for the assertiveness act scores than for the assertiveness scores. An example of this was observed in the Rs for the assertiveness of Black women in the Black woman-White woman scenarios. For the assertiveness scores, the correlated variables were special treatment for Blacks and perception of bias; for the assertiveness act scores, the correlated variables were special treatment for Blacks, perception of bias and general racial attitudes. Another example was the Rs for the assertiveness of White women in the woman-woman scenarios. With the assertiveness scores, the only correlated variable was dogmatism; with the assertiveness act scores, the correlated variables were special treatment for women, perception of bias, dogmatism and risk-taking. Still another example was found in the case of White men who answered the Black man-White man scenarios in terms of what the Black man should do. Here there were no significantly correlated variables with the assertiveness scores; with the assertiveness act scores, the correlated variables were perception of bias, dogmatism and attitudes toward organizations and Blacks.

It does not appear to be a matter of which of the two measures of assertiveness is the better score. They convey two, somewhat different, sets of information. The assertiveness act scores were quite straightforward; they were based on the actions, per se, that the subjects said the "targets" in the scenarios probably should do. The assertiveness scores took into consideration all of the actions available for choice to the subjects. The assertiveness scores were weighted measures for all

actions, weighted by the assessments as to how assertive they were. The argument was that when a subject indicated a given action probably should not be done, the judged assertiveness level of that rejected action should enter into the the final measure of that subject's assertiveness. Such deliberate rejections of possible actions were considered to be components in the subjects' total assertiveness measure, when assertiveness scores were used.

The general level of perception of bias was higher for the Black-White scenarios (for both the White and Black subjects involved with those scenarios) than for the man-man and woman-woman scenarios with White men and women as subjects. This is seen in the fact that for the former the mean perceptions of bias ranged from 34.01 (scenarios: assertiveness of Black women); for the latter this range was from 31.41 (scenarios: White men saying what White women should do) to 33.21 (scenarios: assertiveness of White women).

White women perceived more bias in the woman-woman scenarios than did the White men in man-man scenarios. White women also perceived more bias in the man-man scenarios than did White men in the woman-woman scenarios. White women attributed to men a greater level of perception of bias in the man-man scenarios than White men attributed to White women in woman-woman scenarios. Black women (with Black woman-White woman scenarios) showed a higher degree of perception of bias than did Black men (Black man-White man scenarios). These results suggest a general tendency for women to be more sensitive to the possibility of bias in situations than men.

White men did not attribute (insight) a significantly different level of perception of bias to Black men than the latter displayed. The same lack of significant difference was found for White women's attributions to Black women. Apparently, with these Black-White scenarios, the Whites expected just about the degree of perception of prejudice that the Blacks exhibited.

The level of predisposition to assertiveness in the base-line situations (White men or women with man-man or woman-woman scenarios) was significantly less than found for Black men and women in the respective Black-White situations.

The cross-group relationships that were of primary concern in this research were those represented in the predisposition to assertiveness: "resistance" to assertiveness: insight into assertiveness pattern. The base-line situation consisted of White men (man-man scenarios) and White women (woman-woman scenarios). White women in saying what White men should do ("resistance") were not significantly different from the level of predisposition to assertiveness that the men produced. This was true for both the assertiveness scores and the assertiveness act scores. Similarly, the White women attributed (insight) to White men a level of assertiveness that was not significantly different from that displayed by the White men. The White women seemed to be "attuned" to the level of predisposition to assertiveness demonstrated by White men.

When White men replied to the scenarios (woman-woman) in terms of what the White women should do, they indicated that White women should show more predisposition to assertiveness than the latter actually manifested, for both assertiveness scores and assertiveness act scores. Under the insight instructions, with the assertiveness act scores, White men attributed more predisposition to assertiveness to White women than they showed. There was no significant difference for the assertiveness scores. The general trend of these results was that White men expected White women to be more assertive, in woman-woman situations, than the latter actually demonstrated.

The White men and the White women with the respective Black-White scenarios said that Black men, or Black women, should not have been as assertive as the latter actually were, for both assertiveness scores and assertiveness act scores. Using both the assertiveness scores and the assertiveness act scores, White men attributed less assertiveness to Black men than the latter actually displayed. In the insight situation of White women to Black women, only the assertiveness score produced a significant result. Here too, the White women attributed to Black women less predisposition to assertiveness than the latter actually exhibited.

For both of the above analyses, the patterns existing among the three aspects of assertiveness were consistent within the college and non-college subjects.

The results for the Black-White scenarios demonstrated that the pattern within the three aspects of assertiveness did represent conditions that contain potential for tension and conflict between Whites and Blacks,

of both sexes. The problem relationship was for Whites to attribute to Blacks less predisposition to assertiveness than the Blacks actually held and, also, to think that Blacks should not be as assertive as the latter are disposed to be. This indicates that actual assertion behavior by Blacks, at the levels indicated by their reactions to these Black-White scenarios, will encounter a negative set within Whites interacting with them.

A set of variables was selected in order to investigate their role as context or background within which the three aspects of assertiveness functioned. Two of these had to do with more generalized attitudes. In the base-line situation, with White subjects and man-man or woman-woman scenarios, this was sex role perceptions. In the Black-White scenarios, with White and Black subjects, this was general racial attitudes.

Among the White subjects in the base-line situation, the White men perceived women in the dichotomous direction; White women perceived women in the androgynous direction. College subjects, men and women, perceived women in the androgynous direction more than the non-college subjects did.

General racial attitudes were studied in terms of separatism - integration of Blacks and Whites. Both White men and White women were more separatist than the Black men and Black women were. Among White men, the college subjects were more separatist than were non-college subjects. In the attribution (insight) situations, the White men underestimated the level of separatism that existed among Black men, ages 17 to 25. This result was not found among White women with respect to Black women.

More narrowly defined attitudes had to do with attitudes toward organizations and women, attitudes toward organizations and Blacks, special treatment for women in organizations, and special treatment for Blacks in organizations. White men thought that organizations were more favorable to women than White women did; White men attributed to White women more negativism toward organizations and women than White women exhibited.

White men and women thought that organizations were more favorable to Black men and women than did the latter. White women attributed to Black women less negativism toward organizations and Blacks than Black women demonstrated. There was no significant difference in this respect for White men.

In terms of organizations giving special treatment to women, White men were against this more than was true for White women. White men attributed to White women a higher level of favoring special treatment for women than the White women actually held.

Both White men and White women showed higher levels of opposition to organizations giving special treatment for Black men and women than the levels expressed by the latter. White men and White women attributed to Black men and women higher levels of opposition to organizations giving special treatment to Blacks than the Blacks actually demonstrated.

The above results gave evidence of the differences in attitudes among the respective groups of subjects with respect to sex role perceptions, general racial attitudes, attitudes toward organizations and women,

attitudes toward organizations and Blacks, special treatment for women and special treatment for Blacks. Especially in the Black-White situations, there were considerable differences of viewpoints in the attitudinal context or background within which the various aspects of assertiveness operated.

The role of two other variables was investigated -- dogmatism and risk-taking. Men, White and Black, tended to be more dogmatic than women, White and Black. The non-college group, both races, was more dogmatic than the college group, both races. Blacks, men and women, were more dogmatic than Whites, men and women. With respect to risk-taking, Whites were higher risk-takers than Blacks; college subjects were higher risk-takers than non-college subjects.

Multiple regression analyses were conducted with each of the three aspects of assertiveness serving, respectively, as criterion variables. All of the significant correlates were relatively low and this must be kept in mind in the discussion that follows. As previously stated, there was a tendency for the multiple regression analyses based upon the assertive act scores as the criteria to yield a greater number of significantly related predictor variables than did the assertiveness scores.

There were ten multiple regression analyses involving White subjects and the three aspects of assertiveness. Six of these were for either man-man or woman scenarios and four were for Black-White scenarios. In nine of the ten analyses based upon assertiveness act scores as the

criterion, perception of bias was one of the significant predictor correlates. Perception of bias was also a significantly correlated variable in the predisposition of Black women to assertiveness, with the assertiveness act scores. When the assertiveness scores were the criterion, for White subjects, there were only two of the ten analyses where perception of bias was among the significantly correlated predictors. Even so, and based upon the assertiveness act scores, it did appear that perception of bias in the scenarios tended to be a general factor operating in these situations, especially for the White subjects.

For White subjects, dogmatism was among the sets of significant predictor correlates in five of the ten analyses, for both assertiveness scores and assertiveness act scores. Dogmatism was among the significant correlates for Black men, with predisposition to assertiveness as the criterion.

The special treatment concept (for women or for Blacks) was among the significant correlates for five of the twelve situations used with respect to the scenarios (ten involving White subjects; two involving Black subjects). Two of these have to do with special treatment for women by organizations; three dealt with special treatment for Blacks by organizations.

White women who tended to favor special treatment for women by organizations showed a tendency toward higher predisposition to assertiveness (assertiveness act scores), in the woman-woman scenarios, than did White women who tended not to favor this. White women who favored this special treatment gave higher predisposition to assertiveness to White

men than did White women who were less in favor of this (both assertiveness scores and assertiveness act scores). White women who were more in favor of special treatment for Blacks, gave higher predisposition to assertiveness scores to Black women, Black woman-White woman scenarios, than did White women who were less in favor of this. Black women who were more in favor of special treatment for Blacks showed higher predisposition to assertiveness than did Black women less in favor of this (both scores). Apparently, the concept of special treatment by organizations, for either women or Blacks, is more functional among women than among men. The only instance where the special treatment variable was among the significant correlates in a multiple regression analysis for men was in the situation where men attributed assertiveness (insight) to Black men in the Black man-White man scenarios. In that case, White men more in favor of special treatment for Blacks by organizations attributed higher levels of assertiveness to Black men than did White men who were less in favor of this (both scores).

For Black men, dogmatism and attitudes toward organizations and race were the significant predictors of predisposition to assertiveness, for both scores. The predictors of predisposition to assertiveness for Black women, for both types of scores, were special treatment for Blacks and perception of bias. With the assertiveness act scores, general racial attitudes was added to the set of significant variables. This was the only instance where general racial attitudes was among the set of significant variables in the applicable multiple regression analyses.

Risk-taking was among the set of significant variables for predisposition to assertiveness (assertiveness act scores) of White women in the woman-woman scenarios. It was also among the significant set for White men saying how assertive White women should be in these particular scenarios (assertiveness act scores). High risk-taking was associated with higher assertiveness.

Sex role perception was one of a set of significant correlates only in the situation of White men attributing predisposition to assertiveness to White women in the woman-woman scenarios. The White men who tended to perceive women as being dichotomous attributed greater predisposition to assertiveness to White women than did those who saw women as androgynous.

The indication was that perception of bias tended to play a general role across the sets of significant predictors in the multiple regression analyses for White men and White women. In contrast, among the Black subjects it did this only for Black women. It must be noted that this is perception of bias in one's own or self-induced perception of bias and not that "pointed out" by someone else.

It is to be noted that the situation-linked attitudes, perception of bias, special treatment for women, special treatment for Blacks and organizations and Blacks, tended to be more consistently represented in the multiple regression analyses than did more general attitudes such as sex role perceptions and general racial attitudes. The research reported here had an organizational frame of reference. Within this frame of reference, however, the research was generalized in that it did not refer

to any particular organization. The results point to some of the psychological variables that should be included if such research were to be directed toward a particular organization. It would remain to be seen how these, and other psychological variables, manifest themselves within the frame of reference of some one organization.

Interracial contacts, either when growing up or currently, were not generally related to the three aspects of assertiveness in the Black-White scenarios, for both White and Black subjects. The exceptions to this involved women. Growing up in neighborhoods with a degree of mixture (in contrast to growing up with all of one race) was associated with a relatively high level of predisposition for Black women; this was true for the assertiveness scores and the assertiveness act scores. The opposite relationship was found among White women. For White women, those who had grown up with little personal interracial contact attributed relatively high predisposition to assertiveness to Black women (assertiveness scores). Also, White women currently with little personal interracial contact attributed relatively high assertiveness to Black women (assertiveness act scores).

The general conclusion of this research project is that the approach investigating potential for intergroup tensions or conflict based upon predispositions to assertiveness, "resistance" to assertiveness and insight into assertiveness appears to be a meaningful endeavor. Application of this approach to particular organizations, with expansion of the variables to accommodate factors intrinsic to them, should be capable of (1) indicating the state of potential tension or conflict and (2) point to specific areas that are influencing the situation.

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APPENDIX

BLACK MAN - WHITE MAN SCENARIO

PART I

On the next pages are some stories which describe things that might happen at work. We want you to read each story and answer two questions about each of them.

Harry Smith is one of two blacks in a working group of ten, under a white supervisor, Ross Hamilton. On several occasions, Smith has noticed that certain of the white members of the group aren't around when low-level, but necessary, work has to be done. He learns that the supervisor has excused them because they had "more important things to do."

One day Smith asked to be excused from this low-level work because he had to go to the finance office to straighten out a mix-up in his pay. The supervisor refused to excuse him.

1. Do you think the supervisor showed bias?

- ☐ a. Definitely yes
- ☐ b. Probably yes
- ☐ c. Not sure
- ☐ d. Probably no
- ☐ e. Definitely no

2. Check four (4) boxes below to show which things you think Smith should or should not do.

Probably Should Do This	Probably Should Not Do This
-------------------------------	-----------------------------------

(Check one box for each action.)

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- a. File a complaint with the company's Personnel Office.
- b. Try to convince the supervisor he is wrong.
- c. Threaten to organize a protest against the supervisor.
- d. Tell the supervisor he is biased and Smith will find a way to get him.

Bill Johnson, a black worker, and Jim Harrison, a white worker, are assigned the task of cleaning up an area that had become dirty because of repairs that had been made. As they begin to work, Harrison says, "You'll have to show me how to do this kind of thing. I've never done this kind of work before."

3. Do you think Harrison showed bias?

- ☐ a. Definitely yes
- ☐ b. Probably yes
- ☐ c. Not sure
- ☐ d. Probably no
- ☐ e. Definitely no

4. What should Johnson do?

Probably
Should
Do This

Probably
Should Not
Do This

(Check one box for each action.)

☐☐

a. Explain to Harrison that he considers this an insult.

☐☐

b. Cuss him out.

☐☐

c. Tell the supervisor that he refuses to work with Harrison.

☐☐

d. Plan to "get" Harrison in some way.

Bob Williams, who is black, is a clerk. His supervisor is Jack Dennis, who is white. Williams once overheard his supervisor complaining about blacks being lazy and needing to be prodded.

One morning while Williams is doing his regular work his supervisor says, "Williams, those pages and files on the table over there are all messed up. Get busy right away and get that mess straightened out. Do it right now."

5. Do you think the supervisor showed bias?

- ☐ a. Definitely yes
- ☐ b. Probably yes
- ☐ c. Not sure
- ☐ d. Probably no
- ☐ e. Definitely no

6. What should Williams do?

Probably Should Do This	Probably Should Not Do This
-------------------------------	-----------------------------------

(Check one box for each action.)

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- a. Tell the supervisor he is biased.
- b. Refuse to follow the order.
- c. Cuss out the supervisor.
- d. File a complaint with the Personnel Office.

Joe Brown, a black worker, is assigned to a group that is moving materials. Joe notices that one of the white workers in the crew isn't doing his share of the work. Then he overhears the white worker telling a friend, "I've got that black guy doing most of my work for me."

7. Do you think the white worker showed bias?

- ☐ a. Definitely yes
- ☐ b. Probably yes
- ☐ c. Not sure
- ☐ d. Probably no
- ☐ e. Definitely no

8. What should Brown do?

Probably Should Do This	Probably Should Not Do This
-------------------------------	-----------------------------------

(Check one box for each action.)

☐☐

a. Tell the white worker, "From now on you and I work together as a team, half and half. Don't forget it."

☐☐

b. Go to the supervisor and tell him what is happening.

☐☐

c. Wait until after work and teach the white worker "some respect."

☐☐

d. Try to turn things around so that the white worker does most of the work.

Walter Jackson, who is black, has been evaluated once before by his supervisor, Gerald Thompson, who is white. He wasn't happy with the evaluation, but didn't make any complaint.

Just before Jackson is due for another evaluation from the same supervisor, he is told that the latter had once said, "I can't stand these black militants. The ones that work for me either shape up or they don't make it. I give them low evaluations."

Jackson gets another evaluation that he thinks is lower than he deserves.

9. Do you think the supervisor showed bias?

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Not sure
- ☐ Probably no
- ☐ Definitely no

10. What should Jackson do?

Probably Should Do This	Probably Should Not Do This
-------------------------------	-----------------------------------

(Check one box for each action.)

- | | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

- a. Go to the supervisor and complain about his evaluation.
- b. Go to the Personnel Office and complain.
- c. Stop trying to do his job well.
- d. Organize a protest among the workers against the supervisor.

A company provides blocks of tickets to professional sports events that its employees may purchase at reduced prices. One evening during the playing of the national anthem, a white worker, who is standing behind Howard Duke, a black worker, taps him on the shoulder and says something to him. Duke turns around and answers.

The following day Duke's supervisor, Ellis Edmonds, white, says to him, "I was at the game last night and saw what you did during the national anthem. You've got to show proper respect to the symbols of this country. I'm putting you on the list that is not eligible for these tickets."

11. Do you think the supervisor was biased?

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Not sure
- ☐ Probably no
- ☐ Definitely no

12. What should Duke do?

Probably Should Do This	Probably Should Not Do This
-------------------------------	-----------------------------------

(Check one box for each action.)

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- a. Tell the supervisor he made a mistake and get the white worker to verify his story.
- b. Go to the supervisor's boss and file a complaint about his action.
- c. Go to the Personnel Office and file a complaint about the supervisor's action.
- d. Protest to the white worker about how he got him into trouble.

Jim Harris, a black worker, is taking some papers from one office to another. He meets a black friend from another division of the company. They stop and exchange greetings.

Harris' white supervisor, George Davis, sees the men talking. Later he calls Harris to his office and says, "You spend too much time out of the office talking to your friends."

Harris has seen many instances of whites stopping to talk.

13. Do you think the supervisor was biased?

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Not sure
- ☐ Probably no
- ☐ Definitely no

14. What should Harris do?

Probably Should Do This	Probably Should Not Do This
-------------------------------	-----------------------------------

(Check one box for each action.)

- | | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

- a. Tell the supervisor he is biased.
- b. Organize a committee to protest to the supervisor.
- c. Complain to the Personnel Office.
- d. Go to the supervisor's boss and complain.

It is during the afternoon coffee-break and Don Willis and a group of other blacks are together in the employees' cafeteria. Don changes the station of the cafeteria's radio to another station. After a minute or so, a white worker goes to the radio and changes the station back to the original one.

15. Did the white worker show bias?

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Not sure
- ☐ Probably no
- ☐ Definitely no

16. What should Don do?

Probably Should Do This	Probably Should Not Do This
-------------------------------	-----------------------------------

(Check one box for each action.)

- | | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

- a. Change the station back again.
- b. Go to the cafeteria manager and complain.
- c. Turn the radio off.
- d. Go to the white worker and tell him he prefers the other station.

John Russell is a black who has worked in a unit for three years. Each year he has received a "Good" evaluation from his white supervisor, Harry Keene. When an opening occurred that meant a promotion, the supervisor selected a white worker who had been in the unit for a little over a year. His evaluations were "Good."

17. Did the supervisor show bias?

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Not sure
- ☐ Probably no
- ☐ Definitely no

18. What should Russell do?

Probably Should Do This	Probably Should Not Do This
-------------------------------	-----------------------------------

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

(Check one box for each action.)

- a. Go to the supervisor and protest his action.
- b. Go to the supervisor's boss and complain.
- c. Go to the Personnel Office and complain.
- d. Try to find another job.

A company provides its employees with opportunities to take training programs that might lead to advancement in the organization. Samuel Jenkins, a black worker, applied for the program in Management Training. He was told by the Head of Training Programs, Horace Williams, white, that there were no more openings in that program and it was recommended that he apply to enter the program in Data Processing. He did this and was accepted. Later he learned that just after he had made his initial request, a white worker was admitted to the Management Training program.

19. Did the Head of Training Programs show bias?

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Not sure
- ☐ Probably no
- ☐ Definitely no

20. What should Jenkins do?

Probably Should Do This	Probably Should Not Do this
-------------------------------	-----------------------------------

(Check one box for each action.)

- | | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

- a. Go to the Head of Training Programs and protest.
- b. Go to the Personnel Office and complain.
- c. Drop out of the Data Processing Program and plan to reapply for Management Training.
- d. Organize a group to protest the action of the Head of Training Programs.

PART II

Put an X in the proper box to show how much you *agree* or *disagree* with each of the following statements.

Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Most senior executives in business and industry are favorable to blacks making progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In hiring new employees, companies should set up a definite percentage of the jobs for blacks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Blacks in business and industry have to produce more than the average white in order to get ahead.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. If a black and a white are of about equal background, the black should be given preference in being considered for promotion.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. I think that most whites dislike blacks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Most lower-level executives in business and industry are favorable to blacks making progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In terms of things like hotel accommodations and access to restaurants, black people no longer have problems.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. I avoid contact with whites as much as possible.

Very Strongly Agree Strongly Agree Agree Disagree Strongly Disagree Very Strongly Disagree

☐ ☐ ☐ ☐ ☐ ☐

9. Most white employees in business and industry don't feel that blacks are as qualified as whites are.

☐ ☐ ☐ ☐ ☐ ☐

10. Companies today are much more open to blacks making progress in them than they were 20 years ago.

☐ ☐ ☐ ☐ ☐ ☐

11. Human relations programs in business and industry represent genuine efforts to improve relations between black and white employees.

☐ ☐ ☐ ☐ ☐ ☐

12. Companies should have special training programs designed to improve the skills of black employees.

☐ ☐ ☐ ☐ ☐ ☐

13. Companies should have human relations programs designed to make whites more favorable toward blacks as coworkers.

☐ ☐ ☐ ☐ ☐ ☐

14. In situations like racially mixed schools and places of work, people should stick together in groups made up of their own races (blacks with blacks; whites with whites).

☐ ☐ ☐ ☐ ☐ ☐

15. Most senior executives in business and industry don't understand the problems of black employees.

☐ ☐ ☐ ☐ ☐ ☐

16. If a black and a white are of about equal background, the white should be given preference in being considered for promotion.

Very Strongly Agree Strongly Agree Agree Disagree Strongly Disagree Very Strongly Disagree

☐ ☐ ☐ ☐ ☐ ☐ ☐

17. In terms of things like economic and educational problems blacks are not much better off than they were 20 years ago.

☐ ☐ ☐ ☐ ☐ ☐ ☐

18. It would be a good thing for blacks and whites to get together socially.

☐ ☐ ☐ ☐ ☐ ☐ ☐

19. There will never be true equality as long as blacks keep segregating themselves.

☐ ☐ ☐ ☐ ☐ ☐ ☐

20. The only reason companies are making progress in hiring blacks is because of pressure from the federal government.

☐ ☐ ☐ ☐ ☐ ☐ ☐

21. Most whites feel that blacks have gone too far in their efforts to better themselves.

☐ ☐ ☐ ☐ ☐ ☐ ☐

22. Blacks in business and industry often receive special consideration in order to help them make it.

☐ ☐ ☐ ☐ ☐ ☐ ☐

23. I get along well with most white people.

☐ ☐ ☐ ☐ ☐ ☐ ☐

24. Most companies are firmly committed to the principle of equal opportunity for the races.

☐ ☐ ☐ ☐ ☐ ☐ ☐

25. Most white employees in business and industry believe that blacks should receive special treatment to help them catch up.

☐ ☐ ☐ ☐ ☐ ☐ ☐

26. Most lower-level executives in business and industry don't understand the problems of black employees.

☐ ☐ ☐ ☐ ☐ ☐ ☐

27. I think that most blacks dislike whites.

PART III

At the beginning of this questionnaire, we described stories in which certain things happened to people at work. We then asked you to tell us what these people "*should do*" in each case.

There were different kinds of behavior listed after each story. For instance, in some cases, the employee might *protest directly to his superior*; in other cases the employee might *file a complaint with the Personnel Office*.

We could say that some of the actions are *more assertive, more forceful or stronger* than others.

On the next few pages we will repeat the same stories and the same sets of possible actions. This time we want you to tell us how *strong or assertive* each action is, *in your opinion*.

Each action can be rated on a scale from 1 to 5, where 1 is *not strong or assertive* and 5 is *very strong and assertive*.

	Not Strong or Assertive			Very Strong and Assertive	
a.	1	2	③	4	5
b.	1	②	3	4	5
c.	1	2	3	4	⑤
d.	1	②	3	4	5

Since each action is rated separately, it is possible for two or more of them to receive the same rating.

Remember, circle just *one* number for each action, a total of four for each story.

Harry Smith is one of two blacks in a working group of ten, under a white supervisor, Ross Hamilton. On several occasions, Smith has noticed that certain of the white members of the group aren't around when low-level, but necessary, work has to be done. He learns that the supervisor has excused them because they had "more important things to do."

One day Smith asked to be excused from this low-level work because he had to go to the finance office to straighten out a mix-up in his pay. The supervisor refused to excuse him.

1. Any of these can be seen as more or less "strong" or "assertive." How assertive ("serious," "strong," or "committed") is each of the following actions, in your opinion?

(Circle one number for each.)		Not Strong or Assertive			Very Strong and Assertive	
a.	File a complaint with the company's Personnel Office.	1	2	3	4	5
b.	Try to convince the supervisor he is wrong.	1	2	3	4	5
c.	Threaten to organize a protest against the supervisor.	1	2	3	4	5
d.	Tell the supervisor he is biased and Smith will find a way to get him.	1	2	3	4	5

Bill Johnson, a black worker, and Jim Harrison, a white worker, are assigned the task of cleaning up an area that had become dirty because of repairs that had been made. As they begin to work, Harrison says, "You'll have to show me how to do this kind of thing. I've never done this kind of work before."

2. Any of these can be seen as more or less "strong" or "assertive." How assertive ("serious," "strong," or "committed") is each of the following actions, in your opinion?

(Circle one number for each.)		Not Strong or Assertive			Very Strong and Assertive	
a.	Explain to Harrison that he considers this an insult.	1	2	3	4	5
b.	Cuss him out.	1	2	3	4	5
c.	Tell the supervisor that he refuses to work with Harrison.	1	2	3	4	5
d.	Plan to "get" Harrison in some way.	1	2	3	4	5

Bob Williams, who is black, is a clerk. His supervisor is Jack Dennis, who is white. Williams once overheard his supervisor complaining about blacks being lazy and needing to be prodded.

One morning while Williams is doing his regular work his supervisor says, "Williams, those pages and files on the table over there are all messed up. Get busy right away and get that mess straightened out. Do it right now."

3. Any of these can be seen as more or less "strong" or "assertive." How assertive ("serious," "strong," or "committed") is each of the following actions, in your opinion?

(Circle one number for each.)		Not Strong or Assertive			Very Strong and Assertive	
a.	Tell the supervisor he is biased.	1	2	3	4	5
b.	Refuse to follow the order.	1	2	3	4	5
c.	Cuss out the supervisor.	1	2	3	4	5
d.	File a complaint with the Personnel Office.	1	2	3	4	5

Joe Brown, a black worker, is assigned to a group that is moving materials. Joe notices that one of the white workers in the crew isn't doing his share of the work. Then he overhears the white worker telling a friend, "I've got that black guy doing most of my work for me."

4. Any of these can be seen as more or less "strong" or "assertive." How assertive ("serious," "strong," or "committed") is each of the following actions, in your opinion?

(Circle one number for each.)		Not Strong or Assertive			Very Strong and Assertive	
a.	Tell the white worker, "From now on you and I work together as a team, half and half. Don't forget it."	1	2	3	4	5
b.	Go to the supervisor and tell him what is happening.	1	2	3	4	5
c.	Wait until after work and teach the white worker "some respect."	1	2	3	4	5
d.	Try to turn things around so that the white worker does most of the work.	1	2	3	4	5

Walter Jackson, who is black, has been evaluated once before by his supervisor, Gerald Thompson, who is white. He wasn't happy with the evaluation, but didn't make any complaint.

Just before Jackson is due for another evaluation from the same supervisor, he is told that the latter had once said, "I can't stand these black militants. The ones that work for me either shape up or they don't make it. I give them low evaluations."

Jackson gets another evaluation that he thinks is lower than he deserves.

5. Any of these can be seen as more or less "strong" or "assertive." How assertive ("serious," "strong," or "committed") is each of the following actions, in your opinion?

(Circle one number for each.)		Not Strong or Assertive					Very Strong and Assertive				
a.	Go to the supervisor and complain about his evaluation.	1	2	3	4	5					
b.	Go to the Personnel Office and complain.	1	2	3	4	5					
c.	Stop trying to do his job well.	1	2	3	4	5					
d.	Organize a protest among the workers against the supervisor.	1	2	3	4	5					

A company provides blocks of tickets to professional sports events that its employees may purchase at reduced prices. One evening during the playing of the national anthem, a white worker, who is standing behind Howard Duke, a black worker, taps him on the shoulder and says something to him. Duke turns around and answers.

The following day Duke's supervisor, Ellis Edmonds, white, says to him, "I was at the game last night and saw what you did during the national anthem. You've got to show proper respect to the symbols of this country. I'm putting you on the list that is not eligible for these tickets."

6. Any of these can be seen as more or less "strong" or "assertive." How assertive ("serious," "strong," or "committed") is each of the following actions, in your opinion?

(Circle one number for each.)		Not Strong or Assertive					Very Strong and Assertive				
a.	Tell the supervisor he made a mistake and get the white worker to verify his story.	1	2	3	4	5					
b.	Go to the supervisor's boss and file a complaining about his action.	1	2	3	4	5					
c.	Go to the Personnel Office and file a complaint about the supervisor's action.	1	2	3	4	5					
d.	Protest to the white worker about how he got him into trouble.	1	2	3	4	5					

Jim Harris, a black worker, is taking some papers from one office to another. He meets a black friend from another division of the company. They stop and exchange greetings.

Harris' white supervisor, George Davis, sees the men talking. Later he calls Harris to his office and says, "You spend too much time out of the office talking to your friends."

Harris has seen many instances of whites stopping to talk.

7. Any of these can be seen as more or less "strong" or "assertive." How assertive ("serious," "strong," or "committed") is each of the following actions, in your opinion?

(Circle one number for each.)		Not Strong or Assertive			Very Strong and Assertive	
a.	Tell the supervisor he is biased.	1	2	3	4	5
b.	Organize a committee to protest to the supervisor.	1	2	3	4	5
c.	Complain to the Personnel Office.	1	2	3	4	5
d.	Go to the supervisor's boss and complain.	1	2	3	4	5

It is during the afternoon coffee-break and Don Willis and a group of other blacks are together in the employees' cafeteria. Don changes the station of the cafeteria's radio to another station. After a minute or so, a white worker goes to the radio and changes the station back to the original one.

8. Any of these can be seen as more or less "strong" or "assertive." How assertive ("serious," "strong," or "committed") is each of the following actions, in your opinion?

(Circle one number for each.)		Not Strong or Assertive			Very Strong and Assertive	
a.	Change the station back again.	1	2	3	4	5
b.	Go to the cafeteria manager and complain.	1	2	3	4	5
c.	Turn the radio off.	1	2	3	4	5
d.	Go to the white worker and tell him he prefers the other station.	1	2	3	4	5

John Russell is a black who has worked in a unit for three years. Each year he has received a "Good" evaluation from his white supervisor, Harry Keene. When an opening occurred that meant a promotion, the supervisor selected a white worker who had been in the unit for a little over a year. His evaluations were "Good."

9. Any of these can be seen as more or less "strong" or "assertive." How assertive ("serious," "strong," or "committed") is each of the following actions, in your opinion?

(Circle one number for each.)		Not Strong or Assertive			Very Strong and Assertive	
a.	Go to the supervisor and protest his action.	1	2	3	4	5
b.	Go to the supervisor's boss and complain.	1	2	3	4	5
c.	Go to the Personnel Office and complain.	1	2	3	4	5
d.	Try to find another job.	1	2	3	4	5

A company provides its employees with opportunities to take training programs that might lead to advancement in the organization. Samuel Jenkins, a black worker, applied for the program in Management Training. He was told by the Head of Training Programs, Horace Williams, white, that there were no more openings in that program and it was recommended that he apply to enter the program in Data Processing. He did this and was accepted. Later he learned that just after he had made his initial request, a white worker was admitted to the Management Training program.

10. Any of these can be seen as more or less "strong" or "assertive." How assertive ("serious," "strong," or "committed") is each of the following actions, in your opinion?

(Circle one number for each.)		Not Strong or Assertive			Very Strong and Assertive	
a.	Go to the Head of Training Programs and protest.	1	2	3	4	5
b.	Go to the Personnel Office and complain.	1	2	3	4	5
c.	Drop out of the Data Processing Program and plan to reapply for Management Training.	1	2	3	4	5
d.	Organize a group to protest the action of the Head of Training Programs.	1	2	3	4	5

PART IV

We would like to know what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is *your personal opinion*. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do. Mark the appropriate box in the left margin according to how much you agree or disagree with the statement. Please answer each one.

Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
------------------------	-------------------	-------	----------	----------------------	---------------------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

1. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

2. My blood boils whenever a person stubbornly refuses to admit to being wrong.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

3. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4. Most people just don't know what's good for them.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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5. Of all the different philosophies which exist in this world there is probably only one which is correct.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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6. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.

Very Strongly Agree Strongly Agree Agree Disagree Strongly Disagree Very Strongly Disagree

☐ ☐ ☐ ☐ ☐ ☐

7. The main thing in life is for a person to want to do something important.

☐ ☐ ☐ ☐ ☐ ☐

8. I'd like it if I could find someone who would tell me how to solve my personal problems.

☐ ☐ ☐ ☐ ☐ ☐

9. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

☐ ☐ ☐ ☐ ☐ ☐

10. Man on his own is a helpless and miserable creature.

☐ ☐ ☐ ☐ ☐ ☐

11. It is only when people devote themselves to an ideal or cause that life becomes meaningful.

☐ ☐ ☐ ☐ ☐ ☐

12. Most people just don't give a "damn" for others.

☐ ☐ ☐ ☐ ☐ ☐

13. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

☐ ☐ ☐ ☐ ☐ ☐

14. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.

☐ ☐ ☐ ☐ ☐ ☐

15. The present is all too often full of unhappiness. It is only the future that counts.

☐ ☐ ☐ ☐ ☐ ☐

16. The United States and Russia have just about nothing in common.

Very Strongly Agree Strongly Agree Agree Disagree Strongly Disagree Very Strongly Disagree

☐ ☐ ☐ ☐ ☐ ☐

17. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

☐ ☐ ☐ ☐ ☐ ☐

18. While I don't like to admit this even to myself, my secret ambition is to become a great person, like Einstein, or Beethoven, or Marie Curie, or Shakespeare, or Joan of Arc.

☐ ☐ ☐ ☐ ☐ ☐

19. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

☐ ☐ ☐ ☐ ☐ ☐

20. It is better to be a dead hero/heroine than to be a live coward.

PART V

On the following pages you will find a series of situations that are likely to occur in everyday life. The central person in each situation is faced with a choice between two alternative courses of action, which we might call X and Y. Alternative X is more desirable and attractive than alternative Y, but the probability of attaining or achieving X is less than that of attaining or achieving Y.

For each situation on the following pages, you will be asked to indicate the minimum odds of success you would demand before recommending that the more attractive or desirable alternative, X, be chosen.

Read each situation carefully before giving your judgment. Try to place yourself in the position of the central person in each of the situations. Please do not omit any of the situations.

1. Carl K., a fashion designer, has been working for a large manufacturer of men's clothing since graduating from college five years ago. He is assured of a lifetime job with a modest, though adequate salary, and liberal pension benefits upon retirement. On the other hand, it is very unlikely that his salary will increase much before he retires. While attending a designer's convention, Carl K. is offered a job with a small, newly founded company which has a slightly uncertain future. The new job would pay more to start and would offer the possibility of a share in the ownership if the company survived the competition.

Imagine that you are advising Carl K. Listed below are several probabilities or odds of the new company proving financially sound.

Please check the lowest probability that you would consider acceptable to make it worthwhile for Carl K. to take the new job.

- ☐ The chances are 1 in 10 that the company will prove financially sound.
- ☐ The chances are 3 in 10 that the company will prove financially sound.
- ☐ The chances are 5 in 10 that the company will prove financially sound.
- ☐ The chances are 7 in 10 that the company will prove financially sound.
- ☐ The chances are 9 in 10 that the company will prove financially sound.
- ☐ Place check here if you think Carl K. should *not* take the new job no matter what the probabilities.

2. Alan F., a 35-year-old editor for a national magazine, has recently been informed by his physician that he has developed a severe heart ailment. The disease would be sufficiently serious to force Alan F. to change many of his strongest life habits—reducing his workload, drastically changing his diet, giving up his favorite leisure-time pursuits. The physician suggests that a delicate medical operation could be attempted which, if successful, would completely relieve the condition. But its success could not be assured and, in fact, the operation might be fatal.

Imagine that you are advising Alan F. Listed below are several probabilities or odds that the operation will prove successful.

Please check the lowest probability that you would consider acceptable for the operation to be performed.

- ☐ Place a check here if you think Alan F. should *not* have the operation no matter what the probabilities.
- ☐ The chances are 9 in 10 that the operation will be a success.
- ☐ The chances are 7 in 10 that the operation will be a success.
- ☐ The chances are 5 in 10 that the operation will be a success.
- ☐ The chances are 3 in 10 that the operation will be a success.
- ☐ The chances are 1 in 10 that the operation will be a success.

3. John S. has a final exam coming up on Monday for which he has not yet begun to prepare. His scholarship is dependent upon maintaining a B average, and he needs a B grade in this course to maintain that average; the grade in this course is solely based on the final exam. John S. just received an invitation to a formal party for the night before his exam by a woman whom he has been admiring for months, but too hesitant and shy to ask her out. He is now trying to decide whether to accept the date and give up studying adequately, or give up his chance to meet this woman, in order to study for his exam.

Imagine that you are advising John S. Listed below are several probabilities or odds that he will do well on the exam without preparing adequately for it.

Please check the lowest probability of at least a B grade on the exam that you would consider acceptable for John S. to accept the date.

- ☐ Place a check here if you think that John S. should *not* accept the date no matter what the probabilities.
- ☐ The chances are 9 in 10 that John S. will receive at least a B grade without studying adequately.
- ☐ The chances are 7 in 10 that John S. will receive at least a B grade without studying adequately.
- ☐ The chances are 5 in 10 that John S. will receive at least a B grade without studying adequately.
- ☐ The chances are 3 in 10 that John S. will receive at least a B grade without studying adequately.
- ☐ The chances are 1 in 10 that John S. will receive at least a B grade without studying adequately.

4. Robert L. is the director of a newly formed American dance company. His company received and accepted an invitation to perform in another country a few months ago, and the exposure of the tour would be a boost to the company's reputation. Currently, there has been a great deal of political friction between that country and the U. S. Most recently, there have been threats of violence made against Americans living and visiting there. As director of the company, Robert is faced with the decision of whether to make the tour and risk possible harassment and violence, or cancel the tour and leave the company with a serious financial loss since it is too late in the season for an alternative engagement.

Imagine that you are advising Robert L. Listed below are several probabilities or odds that the dance company will be firmly protected against harassment while on tour.

Please check the lowest probability that you would consider acceptable for Robert L. to go through with the tour.

- ☐ The chances are 1 in 10 that they will be firmly protected against harassment while on tour.
- ☐ The chances are 3 in 10 that they will be firmly protected against harassment while on tour.
- ☐ The chances are 5 in 10 that they will be firmly protected against harassment while on tour.
- ☐ The chances are 7 in 10 that they will be firmly protected against harassment while on tour.
- ☐ The chances are 9 in 10 that they will be firmly protected against harassment while on tour.
- ☐ Place a check here if you think that Robert L. should *not* make the tour no matter what the probabilities.

5. Stephen R. is currently a college senior who is very eager to pursue graduate study in economics leading to the Doctor of Philosophy degree. He has been accepted at both University X and University Y. University X has a world-wide reputation for excellence in economics. While a degree from University X would signify outstanding training in this field, the standards are so very rigorous that only a fraction of the degree candidates actually receive the degree. University Y, on the other hand, has much less of a reputation in economics, but almost everyone admitted is rewarded the Doctor of Philosophy degree, though the degree has much less prestige than the corresponding degree from University X.

Imagine that you are advising Stephen R. Listed below are several probabilities or odds that Stephen R would be awarded the degree at University X, the one with the greater prestige.

Please check the lowest probability that you would consider acceptable for Stephen R. to enroll in University X rather than University Y.

- ☐ Place a check here if you think Stephen R. should *not* enroll in University X, no matter what the probabilities.
- ☐ The chances are 9 in 10 that Stephen R. would receive a degree from University X.
- ☐ The chances are 7 in 10 that Stephen R. would receive a degree from University X.
- ☐ The chances are 5 in 10 that Stephen R. would receive a degree from University X.
- ☐ The chances are 3 in 10 that Stephen R. would receive a degree from University X.
- ☐ The chances are 1 in 10 that Stephen R. would receive a degree from University X.

6. Louis N., a competent chess player, is participating in a national chess tournament. In an early match he draws the top-favored player in the tournament as his opponent. Louis N. has been given a relatively low ranking in view of his performance in previous tournaments. During the course of his play with the top-favored man, Louis N. notes the possibility of a deceptive though risky maneuver which might bring his victory. At the same time, if the attempted maneuver should fail, Louis N. would be left in an exposed position and defeat would almost certainly follow.

Imagine that you are advising Louis N. Listed below are several probabilities or odds that Louis N.'s deceptive play would succeed.

Please check the lowest probability that you would consider acceptable for the risky play in question to be attempted.

- ☐ The chances are 1 in 10 that the play would succeed.
- ☐ The chances are 3 in 10 that the play would succeed.
- ☐ The chances are 5 in 10 that the play would succeed.
- ☐ The chances are 7 in 10 that the play would succeed.
- ☐ The chances are 9 in 10 that the play would succeed.
- ☐ Place a check here if you think that Louis N. should *not* attempt the risky play no matter what the probabilities.

7. **Mark H., a college senior, has studied the piano since childhood. He has won amateur prizes and given small recitals, suggesting that Mark H. has considerable musical talent. As graduation approaches, Mark H. has the choice of going to medical school to become a physician, a profession which would bring certain prestige and financial rewards, or entering a conservatory of music for advanced training with a well-known pianist. Mark H. realizes that even upon completion of his piano studies, which would take many more years and a lot of money, success as a concert pianist would not be assured.**

Imagine that you are advising Mark H. Listed below are several probabilities or odds that Mark H. would succeed as a concert pianist.

Please check the lowest probability that you would consider acceptable for Mark H to continue with his musical training.

- ☐ **Place a check here if you think that Mark H. should *not* pursue his musical training no matter what the probabilities.**
- ☐ **The chances are 9 in 10 that Mark H. would succeed as a concert pianist.**
- ☐ **The chances are 7 in 10 that Mark H. would succeed as a concert pianist.**
- ☐ **The chances are 5 in 10 that Mark H. would succeed as a concert pianist.**
- ☐ **The chances are 3 in 10 that Mark H. would succeed as a concert pianist.**
- ☐ **The chances are 1 in 10 that Mark H. would succeed as a concert pianist.**

8. David K. is a successful businessman who has participated in a number of civic activities of considerable value to the community. David K. has been approached by the leaders of his political party as a possible congressional candidate in the next election. David K.'s party is a minority party in the district, though the party has won occasional elections in the past. David K. would like to hold political office, but to do so would involve a serious financial sacrifice, since the party has insufficient campaign funds. He would also have to endure the attacks of his political opponents in a hot campaign.

Imagine that you are advising David K. Listed below are several probabilities or odds of David K.'s winning the election in his district.

Please check the lowest probability that you would consider acceptable to make it worthwhile for David K. to run for political office.

- ☐ Place a check here if you think that David K. should *not* run for political office no matter what the probabilities.
- ☐ The chances are 9 in 10 that David K. would win the election.
- ☐ The chances are 7 in 10 that David K. would win the election.
- ☐ The chances are 5 in 10 that David K. would win the election.
- ☐ The chances are 3 in 10 that David K. would win the election.
- ☐ The chances are 1 in 10 that David K. would win the election.

9. Grant D., a married 30 year-old research biologist, has been given a five year appointment by a major university laboratory. As he contemplates the next five years, he realizes that he might work on a difficult long-term problem which, if a solution could be found, would resolve basic scientific issues in the field and bring high scientific honors. If no solution were found, however, Grant D. would have little to show for his five years in the laboratory, and this would make it hard for him to get good jobs afterwards. On the other hand, he could, as most of his professional associates are doing, work on a series of short-term problems where solutions would be easier to find, but where the problems are of lesser scientific importance.

Imagine that you are advising Grant D. Listed below are several probabilities or odds that a solution would be found to the difficult long-term problem that Grant D. has in mind.

Please check the lowest probability that you would consider acceptable to make it worthwhile for Grant D. to work on the more difficult long-term problem.

- ☐ The chances are 1 in 10 that Grant D. would solve the long-term problem.
- ☐ The chances are 3 in 10 that Grant D. would solve the long-term problem.
- ☐ The chances are 5 in 10 that Grant D. would solve the long-term problem.
- ☐ The chances are 7 in 10 that Grant D. would solve the long-term problem.
- ☐ The chances are 9 in 10 that Grant D. would solve the long-term problem.
- ☐ Place a check here if you think that Grant D. should *not* choose the long-term, difficult problem no matter what the probabilities.

10. Peter T. is contemplating marriage to Barbara C., a girl whom he has known for a little more than a year. Recently, however, a number of arguments have occurred between them, suggesting some sharp differences of opinion in the way each views certain matters. Indeed, Peter T. has decided to seek professional advice from a marriage counselor as to whether it would be wise for him to marry. On the basis of these meetings with a marriage counselor, he realized that a happy marriage, while possible, would not be assured.

Imagine that you are advising Peter T. Listed below are several probabilities or odds that their marriage would prove to be a happy and successful one.

Please check the lowest probability that you would consider acceptable for Peter T. and Barbara C. to get married.

- ☐ Place a check here if you think Peter T. should *not* marry Barbara C. no matter what the probabilities.
- ☐ The chances are 9 in 10 that the marriage would be happy and successful.
- ☐ The chances are 7 in 10 that the marriage would be happy and successful.
- ☐ The chances are 5 in 10 that the marriage would be happy and successful.
- ☐ The chances are 3 in 10 that the marriage would be happy and successful.
- ☐ The chances are 1 in 10 that the marriage would be happy and successful.

PART VI

1. Your Age: _____ years
2. Are you: ☐ Male
☐ Female
3. Are you: ☐ White
☐ Black
☐ Neither Black nor White (specify) _____
4. Highest grade completed in school:
☐ 8th grade or less
☐ Some high school (grade 9, 10, 11)
☐ High school graduate or G.E.D.
☐ Some college
☐ College graduate
☐ Some postgraduate work
☐ Advanced degree
5. Which of the following best describes where you have lived most of your life?
☐ Large city (over 100,000 people)
☐ Small city (25,000 to nearly 100,000 people)
☐ Small town (fewer than 25,000 people)
☐ Rural area or farm
6. When you were growing up, did you live in a neighborhood in which the people were:
☐ All or about all of your own race
☐ Mostly of your own race but some of other races
☐ Mixed about 50/50 with other races
☐ Mostly of other races but some of my own race
☐ All or almost all of other races

7. When you were growing up how often did you have *close personal contact* with people of other races?

- ☐ Never
- ☐ Less than monthly
- ☐ Monthly
- ☐ Weekly
- ☐ Daily

8. During the present time, how often do you have *close personal contact* with people of other races?

- ☐ Never
- ☐ Less than monthly
- ☐ Monthly
- ☐ Weekly
- ☐ Daily